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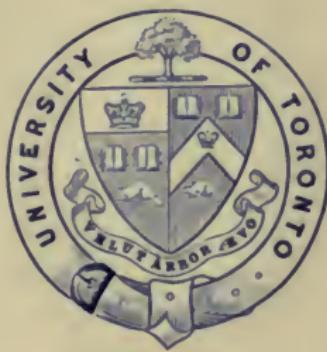
ENGLISH GRAMMAR

FOR USE IN

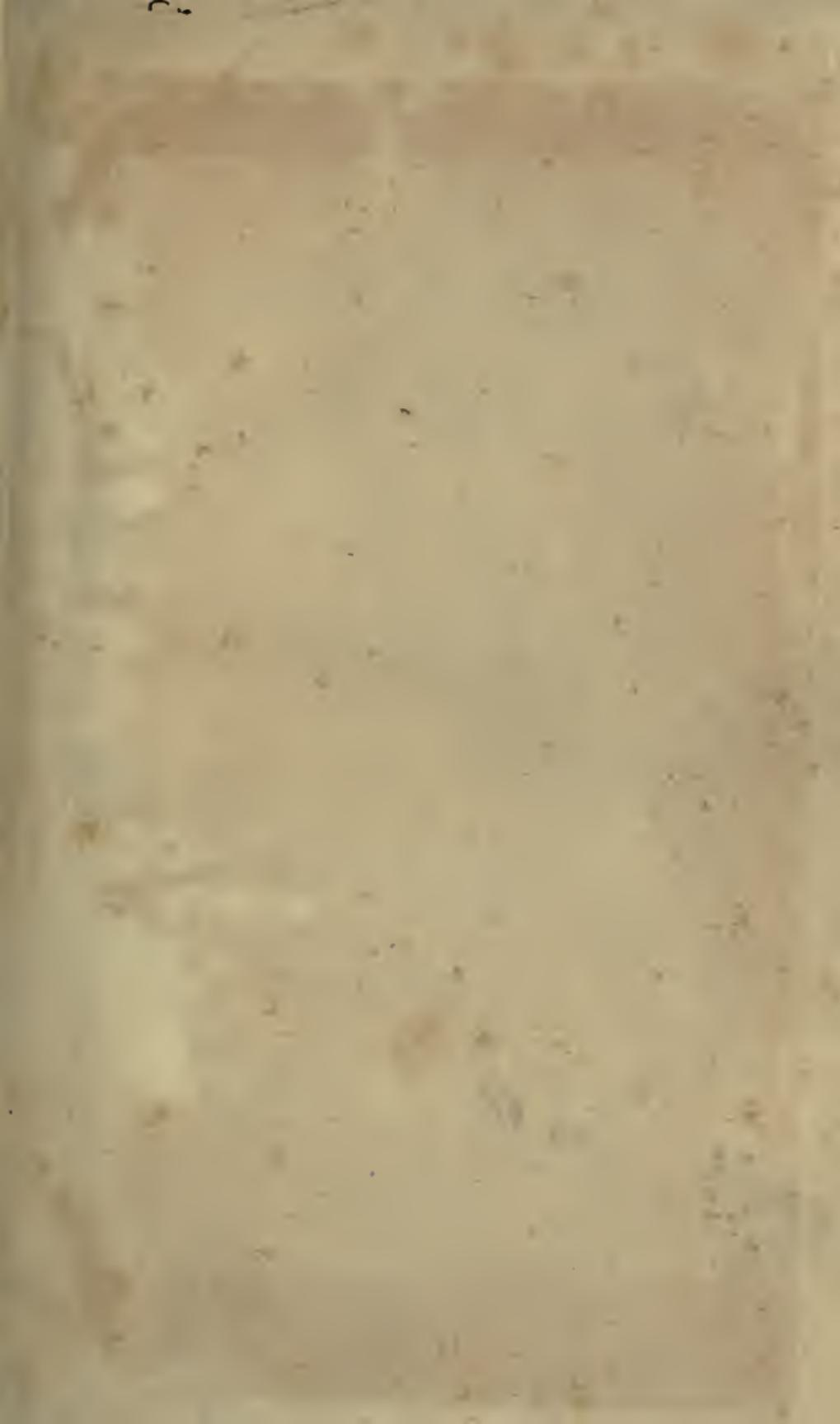
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AN

ELEMENTARY  
ENGLISH GRAMMAR  
AND  
COMPOSITION.

FOR USE IN PUBLIC SCHOOLS.

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## P R E F A C E.

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The want of a suitable text-book in English Grammar and Composition has been long felt in our Public Schools. To supply this want the present work has been written, and it remains with the teachers of the Province to decide whether the object sought has been attained.

In offering this book to the public, a few words explaining the plan of the work may be necessary.

The First Part treats of the Classification of Words apart from Inflection. By following this arrangement, it is believed, the pupil will make more progress and gain more correct ideas on the subject than by adhering to the older method, of taking up exhaustively each of the Parts of Speech in all its relations. Before studying Inflection, the pupil will be thus enabled to tell accurately and clearly the functions of words in a sentence.

The Second Part, Inflection, has been discussed as fully as the limits of the work permitted. The uses of moods and tenses have been treated somewhat fully from a conviction that this part of the subject presents serious difficulties to beginners.

In the Third Part, the Analysis and the Synthesis of Sentences have been taken up simultaneously. By this arrangement, the pupil is required to apply practically to Synthesis the principles of Analysis, and is, at an early stage, gradually led into the combination of sentences.

In the treatment of Syntax, the book contains numerous examples of inaccuracies in English, selected with a view to test the knowledge and exercise the ingenuity of the pupil. This part of Grammar, partly from the defect in our text-books, has not received, hitherto, that prominence which its importance demands.

As every pupil attending our Public Schools should have a fair mastery of English in writing, the elements of Composition have been introduced, and such suggestions given as will guide the teacher and aid the pupil.

It will be observed that in Etymology every important definition is approached by an explanation. This method has the advantage of fixing vividly and clearly on the mind of the pupil the statement of the definition. The language of a definition is no unintelligible jargon of sounds when once an explanation leading to it is clearly understood.

Other minor points may be noticed : as the numerous examples which the book contains ; the constant review required on the part of the pupil ; the frequent repetition of leading principles ; the fulness of the treatment of Syntax, and the practical method throughout the work.

The work, it is believed, will be highly suitable for class instruction.

With this statement, the author submits this work, trusting that the teachers of the Province will give it a fair trial in their classes.

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# ENGLISH GRAMMAR.

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## LESSON I

### LETTERS—VOWELS—CONSONANTS— SYLLABLES.

1. When we wish to make our thoughts known we use language, either spoken or written.

The science that teaches us how to speak and write correctly, is called **Grammar**.

English Grammar teaches us how to speak and write the English language correctly.

Language is composed of sentences ; sentences, of words ; and words, of letters.

2. A **letter** is a sign that stands for a sound of the human voice : as, *a, b, z*.

The letters of a language form its **Alphabet**.

The English language consists of twenty-six letters, written both as small letters and as capitals :

Small letters : *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z*.

Capital letters : *A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z*.

3. Letters are divided into **Vowels** and **Consonants**.

(a) A **vowel** is a letter that can be fully sounded by itself. There are five vowels : *a, e, i, o, u*.

(b) A **consonant** is a letter that cannot be sounded by itself, or without some change in the position of

the organs of speech. The consonants are : *b, c, d, f, g, j, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *w* and *y*.

(c) *W* and *y* are consonants when they come before a vowel sound in the same syllable: as in, *wet, wing, year, yet*. In other cases they are vowels: as in *awe, by, raw*.

(d) *H* is not a vowel, nor is it properly a consonant. It resembles a consonant in that it cannot be pronounced by itself. Its sound is produced by forcing out the breath in the act of pronouncing a vowel: as, *he, ho!*

4. A **diphthong** is the union of two vowels in one syllable: as, *ai* in *vain*; *ou* in *loud*; *ow* in *sow*.

(a) A **proper diphthong** is one in which both vowels are sounded: as, *oy* in *boy*; *ou* in *pound*; *ow* in *how*.

(b) An **improper diphthong** is one in which only one of the vowels is sounded: as, *oa* in *boat*; *ea* in *bear*; *oa* in *goat*; *ea* in *seam*.

(c) A **tripthong** is the union of three vowels in one syllable: as, *eau* in *beau-ty*; *iew* in *view*.

(d) A **silent letter** is one which, though, occurring in a word, is not sounded in pronouncing the word: as, *k* in *knave*; *h* in *heir*; *w* in *wrong*.

(e) A **syllable** consists of one or more letters pronounced together and containing only one vowel sound, as *mel-on*; *di-vide*; *walk-ing*.

(f) A **monosyllable** is a word of *one* syllable; as, *pen*; *ink*; *house*.

(g) A **dissyllable** is a word of *two* syllables: as, *pen-cil*; *ink-stand*.

(h) A **trisyllable** is a word of *three* syllables; as *beau-ti-ful*; *mul-ti-tude*.

(i) A **polysyllable** is a word of *more than three* syllables: as, *mag-ni-fi-cent-ly*.

5. **Orthography** treats of letters, the combination of letters into syllables, and the proper method of spelling words.

#### EXERCISE I.

(a) Point out the *vowels*, *consonants*, *silent letters*, *proper diphthongs*, *improper diphthongs*, and *triphthongs* in the following words: knave, gnaw, wheat, liquor, beauty, sword, two, eye, coast, beam, psalm, talk, queen, coin.

(b) Point out the *monosyllabic*, *dissyllabic*, and *trisyllabic* words in the following: wintry, flower, beautiful, heroic, idea, anecdote, combination, language, uttered.

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## LESSON II

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#### ETYMOLOGY.

6. **Etymology** treats of (1) the classification of individual words, and (2) the changes they undergo.

7. The classes into which words are divided according to their use in a sentence are called **Parts of Speech**.

There are eight Parts of Speech, viz.: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

#### THE NOUN.

8. In the sentences, "George runs," "the horse feeds," "gold glitters :" *George*, *horse*, *gold*, are names, and are called **Nouns**.

A Noun is a word used as a *name*.

9. There are two classes of Nouns: Proper and Common.

(a) A **Proper Noun** is the name of an individual object of a class to distinguish it from others of the same class : as, *John*, *Kingston*, *Thames*.

(b) A **Common Noun** is a name common to all objects of the same class : as, *man, city, river*.

Thus a **Proper Noun** distinguishes an object in a class from another in the same class, while a **Common Noun** distinguishes one class of objects from another class. *John, James, William*, are individuals belonging to the class *man*. *John, James, William*, are, therefore, **Proper Nouns**, while *man* is a **Common Noun**. So also, *London, Toronto, Hamilton*, mark individual *cities*, and are **Proper Nouns**.

Several individuals may be called by the same name. Many men are called *John*, and some cities called *London*, but since *all* men are not called *John*, nor all cities called *London*, *John* and *London* are **Proper Nouns**.

The names of the people composing a nation, though belonging in common to many individuals, distinguish one body of people from another, and are, therefore, **Proper Nouns** : as, *Turks, Germans*.

(c) A **Proper Noun** may be composed of several names, or of a name and a title : as, *John William White*; *President Garfield*; *Victoria, Queen of England*. These are said to be **Complex Proper Nouns**.

#### 10. Common Nouns embrace **Abstract Nouns**, **Collective Nouns**, and **Material Nouns**.

(a) An **Abstract Noun** is the name of a *quality, state, or action* : as, *whiteness, goodness, being, reading*.

(b) A **Collective Noun** is one which though in the singular number is the name of a collection of living objects : as, *jury, people, herd*.

A name applied to a collection of objects without life is a **Common**, not a **Collective Noun** : as, *pile, mass*.

(c) A **Material Noun** is the name of a substance : as, *iron, gold, wood*.

11. Capital letters should begin every Proper Noun, the first word of every sentence, and the first word of every line of poetry.

\* EXERCISE II.

(a) Mention the *Nouns* in the following sentences, telling the class to which each belongs :

London is a city in Ontario. The soldier had great courage. The school was built on a hill. The master praised the neatness of the writing. John and his brother went to town to buy a horse. Columbus discovered America. The boat went to Montreal. The maps on the wall are worn out. The blackboard needs a new coat of paint. The house is built of brick. The river flows into the lake. John William Colenso is the author of a work on Algebra.

(b) In the following sentences correct the mistakes in the use of capitals :

on monday I went to new york. ontario is a part of canada. The little Girl sews neatly. The River niagara is very deep near the Town of clifton. Have you seen the Trees in the Field.

---

\* To impress the Definitions on the minds of young pupils, it is recommended that the teacher take up the lesson thus :—

The man praised the beauty of Toronto.

*man* . . a noun, because it is a name ; common, because it is a name of a class.

*beauty* . . a noun, because it is a name ; abstract, because it is the name of a quality.

*Toronto* . . a noun, because it is a name ; proper, because it is the name of an individual city.

## LESSON III

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### THE PRONOUN.

12. Instead of saying "John is a good boy, for John studies diligently," we say, "John is a good boy, for *he* studies diligently." So also, we do not say, "the book is new; I bought the book to-day," but, "the book is new; I bought *it* to-day." In these sentences, *he* and *it* stand for nouns, and are called **Pronouns**. One of the uses of a Pronoun is thus to prevent the repetition of a noun.

A **Pronoun** is a word used *instead of a Noun*.

13. There are six classes of Pronouns: Personal, Demonstrative, Interrogative, Relative, Indefinite, and Distributive.

14. **Personal Pronouns** are so called, because they especially mark differences of *person*, that is, they distinguish the person speaking (or the *first person*) from the person spoken to (or the *second person*), and the person spoken of (or the *third person*). *I* and *we* are personal pronouns of the *first person*. *I* means the speaker; *we* the speaker and some one else. *Thou*, *ye*, and *you*, are personal pronouns of the *second person*. *Thou*, or *you*, is applied to one person spoken to; *ye*, or *you*, to more than one person spoken to. *He*, *she*, and *it*, are personal pronouns of the *third person*, and are used for some person or object spoken of; *they* is used when more than one person or object is spoken of.

15. **Demonstrative Pronouns** are so called because they are used in calling attention to, or in *pointing out*, some person or thing: as, *this*, *that*, *these*, *those*. *Yon* and *yonder* are sometimes classed among the Demonstratives.

16. **Interrogative Pronouns** are so called because they are used in *asking* questions. *Who?*

*which ? what ? whether ?* are Interrogatives, as “Who did it ?” “Which did he take ?” “What did he say ?” “Whether is the greater, the boy or the girl ?”

**17. Relative Pronouns** are so called because they relate to or stand for some noun or pronoun *going before*, and, therefore, called the *antecedent*. The Relative Pronouns are *who, which, that, what*. In, “this is the house that Jack built,” *that* is a relative pronoun and *house* is the antecedent of *that*. In, “I, who am you friend, tell you so,” *who* is a relative pronoun, *I*, antecedent.

*As* is used as a relative after *such* and *same* : as, “he is the same boy *as* he ever was ;” “I love such *as* love me.”

**18. Indefinite Pronouns** are so called because they *do not define* any particular object. To this class belong such words as *some, any, many, few, such, all, both, one, none, aught, naught, other, another*.

**19. Distributive Pronouns** are so called because they denote the separate objects that together make up a number ; as, *each, either, neither*.

NOTE.—Many words given above among the Demonstrative, Interrogative, Indefinite, and Distributive Pronouns are used as Adjectives, as we shall see afterwards. They are Pronouns only when the Noun is not expressed. The Pronoun *I* should always be written with a capital.

### \* EXERCISE III.

(a) Mention the *Pronouns* in the following sentences, telling the classes to which they belong :—

I saw the man who told this to the boy. What did you do at school ? Those who live in glass houses should not throw stones. Who said Charles was a good scholar ? Are you a friend ? You, who blame me so much, have the same fault. Which is the house ? I do what I can. Yonder is the man who fell into the river. This will never do.

(b) Mention the Nouns in the sentences given above.

\* Take up the Pronoun in the same way as the Noun.

**EXAMPLE.** — *We* ought to remember the kindness *which he shewed to all*.

*We* . . . a pronoun ; personal, 1st person, standing for the speaker and some one else.

*which* . . . a pronoun ; relative, relating to the antecedent *kindness*.

*he* . . . a pronoun ; personal, 3rd person, standing for the person spoken of.

*all* . . . a pronoun ; indefinite, because it does not define any particular object.

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## LESSON IV

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### THE ADJECTIVE.

20. In the sentence, “these four little boys were at school,” the words *these*, *four*, *little*, are joined to the noun *boys*. *These* tells *what* boys are meant ; *four* tells the *number* ; *little* tells the *kind*.

The words *these*, *four*, *little*, are called adjectives.

An **Adjective** is a word joined to a noun to qualify or limit its meaning.

21. Adjectives are divided into *four* classes :—  
**Adjectives of Quality**, **Adjectives of Quantity**, **Demonstrative Adjectives**, and **Proper Adjectives**.

22. **Adjectives of Quality** tell of *what sort* ? : as, a *white* horse ; a *small* house.

23. **Adjectives of Quantity** tell *how much* ? or, *how many* ? as *ten* apples ; *much* money This class includes : .

(a) The indefinite article *a* or *an*, and the cardinal numerals *one*, *two*, *three*, &c.

(b) The words *all*, *any*, *some*, *half*, *many*, *few*, *little*, *less*, *least*, *enough*, *much*, *more*, *most*, *several*, *both*, *whole*, *none* or *no*.

24. **Demonstrative Adjectives** are those which *point out* or distinguish the thing or things we are speaking about, from others of the same class. To this class belong :

(a) The Definite Article *the*, and the Demonstratives *this, that, these, those*.

(b) The Interrogative and Relative Adjectives *which, whether, what*.

(c) The Distributive Adjectives *each, every, either, neither*.

(d) The Indefinite Adjectives *any, other, some*.

(e) The Possessive Adjectives, denoting ownership, *my, mine, thy, thine, his, her, hers, its, our, ours, your, yours, their, theirs*.

(f) The Ordinal Numerals, telling *which in order?* as, *first, fifth*.

25. *A, an, and the* are regarded by some as belonging to a separate part of speech, called the *Article*. *A* or *an* is called the *Indefinite Article*, because it *does not define* or mark any particular object. In “give me a pen,” you mean *some* pen, and nothing else, but no “pen” in particular.

(a) *A* is used before a consonant and *h* (sounded); also before a vowel or diphthong, which combines with its sound the power of *y* or *w*; as “a cow,” “a house,” “a union;” “a European.” *An* is used before a vowel or *h* (silent); as “an oar,” “an heir.” If the accent of a word beginning with *h* (sounded) is on the second syllable, *an* is preferred to *a*: as, “an historical essay.” We, however, must say, “a history.”

(b) *The* is called the *Definite Article* because it *defines* or marks out some particular object: as “the pen,” that is, some particular “pen.”

26. Proper Adjectives are formed from proper nouns : as, *Irish*, *Indian*, *Socratic*.

The caution given with the pronoun may be repeated here. In “*this* is a man,” *this* is a pronoun ; but in “*this* man did it,” *this* is an adjective. When limiting a noun demonstrative words are adjectives ; but, if the noun is omitted, they are pronouns.

#### \* EXERCISE IV.

(a) Mention the *Adjectives* in the following sentences, telling the classes to which they belong, and the words they modify :—

Scotland has many deep valleys and high hills. Many little rivers flow into the Baltic. The poet praised the green fields of sunny France. Every man must be his own adviser. John bought this sharp knife at the store. His servant went to see the fine horses in the stable. The King wore a golden crown. The poor man carried his sick boy. The young child saw a little bird on a high branch of the tall tree.

(b) Mention the Nouns in the sentences above, telling the classes to which they belong.

(c) Prefix the proper indefinite Article to the following words : — army, — boot, — elm, — eye, — hand, — home, — orange, — hour, — honour, — hen.

\* In taking up the Adjective, proceed as in the case of the *the* Noun.

EXAMPLE.—The young man lost his father in the dark wood.

*The* . . . limiting adjective, limiting the noun *man*.

*young* . . . adjective of quality, qualifying the noun *man*.

*his* . . . a possessive adjective, limiting the noun *father*.

*dark* . . . an adjective of quality, qualifying the noun *wood*.

## LESSON V

## THE VERB.

27. In the sentences, “John *struck* the table ;” “the dog *sleeps*,” something is asserted of *John* and *dog*. The word *struck* asserts an *action* that *John* did ; *sleeps* tells the state in which the *dog* is. The words *struck* and *sleep* are called **Verbs**.

A **Verb** is a word or words used to make an assertion of action or a state.

28. With regard to their meaning, Verbs are divided into : **Transitive Verbs** and **Intransitive Verbs**.

29. A **Transitive Verb** is one that asserts that an action passes over from a *doer* and is exerted on an *object* : as, “John *struck* the table.” Here the action of the verb is asserted as passing over from *John* and exerted on *table*.

(a) The *subject* of a verb is found by asking the question with “who ?” or “what ?” before the verb. The answer will give the subject ; as, who *struck* ? Answer : *John*. The word *John* is the subject of *struck*. The subject of a sentence is generally a *noun* or *pronoun*.

(b) The *object* of a verb is found by repeating the verb and asking “whom ?” or “what ?” after the verb : as, *struck* what ? Answer: the *table*. The word *table* is the *object* of *struck*. The *object* of a sentence is generally a *noun* or *pronoun*.

Transitive Verbs always have an *object*.

30. An **Intransitive Verb** is one that asserts that an action or state is confined to a doer, and that it does not pass over and affect an object : as, “the fire *burns*.”

(a) A verb may be transitive in one sentence, and intransitive in another : as in, "the boy *reads* his lesson ;" "the boy *read*s."

#### \* EXERCISE V.

(a) Mention the *Verbs* in the following sentences, telling whether they are transitive or intransitive :—

The boy sleeps in his little bed. The dog killed the fox. I shot a squirrel with my gun. I came to the house. John loves his little brother. This King died at a great age. A giant lived in that cave. I see a map on the wall of the room. The ship sailed for many days. Good boys obey their parents. This man made the desks in the school.

(b) Take up the nouns, pronouns, and adjectives, as before.

\* In taking up the Verb, tell whether it is transitive, or intransitive, and give the subject ; if transitive, tell the object.

EXAMPLES.—Thomas saw the man. I went to town.  
*saw* . . a verb, transitive, because if it has an object, *man* ; subject of *saw*, *Thomas*.

*went* . . a verb, intransitive, because it has no object ; subject of *went*, *I*.

## LESSON VI

### THE ADVERB.

31. In the sentence, "the girl writes *well*," the verb *writes* is modified by the word *well*, telling *how* she writes. If we say, "the girl writes *very well* ;" *well* still modifies the verb, *writes*, but *well* is itself modified by *very*. Again, if we say, "I saw a *very large* fish ;" the adjective *large* is modified by *very*. The words *well* and *very* are *adverbs*.

An **Adverb** is a word that modifies the meaning of a verb, an adjective, or another adverb.

32. Adverbs are divided into the following classes :

(a) **Adverbs of place**, answering to the question, *where?* as, *here*, *there*, *whither*, *hence*, *whence*, *above*, &c.

(b) **Adverbs of time**, answering to the question *when?* as, *then, often, always, ever, to-day, &c.*

(c) **Adverbs of degree**, answering to the question *how much?* as, *much, little, more, scarcely, quite.*

(d) **Adverbs of affirmation or negation, or of certainty or uncertainty**: as, *yes, truly, indeed, no, not, perhaps, certainly, &c.*

(e) **Adverbs of manner or quality**, answering to the question *how?* as, *thus, well, together, otherwise, &c.*

(f) **Adverbs of cause and effect**, answering to the question *why?* as, *therefore, because, wherefore.*

Hence **Adverbs** are words joined to *Verbs, Adjectives, or other Adverbs*, answering the questions, *where?* *when?* *how much?* *how?* and *why?*

#### EXERCISE VI.

(a) Mention the *Adverbs* in the following sentences, stating the classes to which they belong, and the words they modify:—

The blossoms completely cover the trees. The Duke of York immediately led his men against the enemy. He went quickly away. John wrote the letter neatly. The master reads exceedingly well. The sailor easily steers that boat. I saw to-day a large dog which ran quickly down the street. High winds often blow here.

(b) Take up the Nouns, Pronouns, Adjectives, and Verbs in the sentences above, as in the previous Exercises.

## LESSON VII

### THE PREPOSITION.

33. In the sentences, “the ship sails *on* the river,” “the ceiling *above* my head is high,” “the man goes *along* the road,” the words *on*, *above*, *along*, shew relations of meaning between words. *On* shews the relation between the *ship's sailing* and *river*; *above*, the relation between the *ceiling* and *head*; and *along*, the relation between the *man's going* and *road*. The words *on*, *above*, *along*, are called Prepositions.

(a) A Preposition is a word placed before a Noun or Pronoun to shew the relation the Noun or Pronoun has to another word in the sentence.

(b) The principal relations expressed by Prepositions are those of *time*, *place*, *manner*, *cause*, or *effect*, as “he came *by* night;” “he sits *by* the fire;” “he went *by* stage;” “he was killed *by* a lion.”

34. \* The following is a list of Prepositions in ordinary use:—about, above, across, after, against, along, amid, amidst, among, amongst, around, at, before, behind, below, beside, besides, between, betwixt, beyond, by, concerning, down, during, except, excepting, for, from, in, into, on, over, out, of, past, regarding, respecting, round, since, through, throughout, till, to, toward, towards, under, underneath, unto, up, upon, with, within, without.

35. Many of these words are used as adverbs. In such a case they do not express relation, and have no noun or pronoun after them: as “he runs *about*,” “he looks *up*,” “he went *without*,” “he goes *along*.” In these sentences *about*, *up*, *without*, *along*, are adverbs. But in, “he runs *about* the house,” “he looks *up* the chimney,” “he went *without* the gate,” “he goes *along* the road,” *about*, *up*, *without*, *along*, are prepositions.

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\* It is recommended that the pupil memorize the list of Prepositions.

## \* EXERCISE VII.

(a) Mention the prepositions in the following sentences, telling their relation :

She lives in Toronto. A large bear climbed up the tree in the wood. The boat carried us down the river. He gave a book to his sister which she placed on the table. The horses feed in the green meadow. You said this to the man who came here. The boy lives in a little house with his father. Queen Elizabeth was born at Greenwich near London. The Danube flows through Austria. Many large cities are on its banks.

(b) Mention the nouns, adjectives, pronouns, verbs, adverbs, in the sentences above.

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\* Take up the Preposition thus :

"He does his duty *without* fear ;" "he came *from* Toronto *to* Hamilton."

*without* . . . a preposition, shewing the relation between *does* and *fear*.

*from* . . . a preposition, shewing the relation between *came* and *Toronto*.

*to* . . . a preposition, shewing the relation between *came* and *Hamilton*.

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## LESSON VIII

—  
THE CONJUNCTION.

36. In the sentences, "sugar *and* water is sweet," "John went to school, *but* I stayed at home," "he was guilty, *if* I mistake not," the words *and*, *but*, and *if* are joining words. The word *and* joins the words *sugar* and *water*; *but* joins the two statements, "John went to shool," "I stayed at home;" *if* joins "he was guilty," "I mistake not." The words *and*, *but*, *if*, are called Conjunctions.

(a) A Conjunction is a word that connects words, sentences, or parts of sentences.

(b) There are two classes of Conjunctions : Co-ordinate and Subordinate.

**37. Co-ordinate Conjunctions** are those that connect parts of sentences having the same order or importance, so that each part is, as it were, independent of the rest. In, "I went away, but you came," we have two statements, "I went away," "you came," connected by *but*.

(a) Avoid making the mistake that *and* connects nouns and pronouns in such sentences as "John and James went to school." This is a short way of saying, "John went to school, and James went to school." *And*, in such a sentence, connects the two statements.

(b) The principal Co-ordinate Conjunctions are *and*, *but*, *either*, *or*, *neither*, *nor*, *both*. *Either—or*, *neither—nor*, *both—and*, *whether—or*, are used in pairs, as "*both he and his brother were at school*;" "*either he or his father did it*."

**38. Subordinate Conjunctions** are those that connect parts of sentences not of the same order or importance, one part being dependent on the other, as "I cannot see this, because it is dark." Here you make a positive statement, "I cannot see this," and give your reason for not being able to see. A **Subordinate Conjunction** connects a main statement with another expressing some circumstance assigning a *reason*, *supposition*, *purpose*, or expressing *time*: as, "I shall do this, *because* he has come;" "he will do right, *if* he does this;" "I came *that* I might see you;" "wait *until* I come."

(a) The principal Subordinate Conjunctions are : *because*, *for*, *since*, *as*, *whereas*, *lest*, giving a reason; *if*, *unless*, *except*, *though*, expressing supposition; *that*, *in order that*, expressing purpose, *after*, *before*, *till*, *until*, *while*, expressing time.

#### \*EXERCISE VIII.

(a) Mention the Conjunctions in the following sentences, stating the classes to which they belong:—

He went quietly to the door, and the little man opened it. James or John built the house. You will improve, if

you study diligently. He came that he might see the man. Though Napoleon conquered nearly all Europe, he died on a lonely island. Whether he did it or not, I never found out.

(b) Point out the nouns, verbs, adjectives, adverbs, and prepositions in the sentences above.

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\* The use of Conjunctions will be treated more fully under the analysis of sentences. It is well, however, for the pupil to memorize the list, at this stage of the work.

Take up the Conjunction thus :

**EXAMPLE.**—John *and* James studied geography, *though* they were young.

*and* . . . a co-ordinate conjunction, connecting the two statements, *John studied geography, James studied geography.*

*though* . . . a subordinate conjunction, connecting the dependent statement, *they were young*, with the principal statements, *John and James studied geography.*

## LESSON IX

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### THE INTERJECTION.

39. In the sentences, “*alas !* I have lost my father,” “*aha !* I see what you are at,” the words *alas ! aha !* express sudden emotions of the mind : *alas !* that of pain ; *aha !* that of surprise. The words *alas !* and *aha !* are Interjections.

(a) An **Interjection** is a word that expresses some strong or sudden emotion of the mind.

(b) Interjections are generally followed by an exclamation point (!).

(c) The Interjection O should be always written with a capital.

## EXERCISE IX.

(a) Point out the Interjections in the following sentences.

Adieu ! adieu ! my native shore fades o'er the waters blue.  
Hurrah ! I see the old flag on the mast of the ship. Oh !  
what sorrow I saw there. Hush ! I hear a voice in the room.  
Alas ! I never saw Henry again. All men aim at happiness,  
but ah ! how few hit the mark.

(b) Point out the nouns, pronouns, adjectives, verbs, conjunctions, and prepositions in the sentences above.

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## LESSON X

## INFLECTION.

40. The second part of Etymology treats of the changes that words undergo to express various relations and meanings. These changes are called **Inflections**. The parts of speech may be divided into **Inflected** (including the *Noun*, *Pronoun*, *Adjective*, *Verb*, and *Adverb*) and **uninflected** (including the *Preposition*, *Conjunction*, and *Interjection*).

\* 41. Nouns and Pronouns are inflected for *gender*, *number*, and *case*; Adjectives and Adverbs for *Degrees of Comparison*; Verbs for *Voice*, *Mood*, *Tense*, *Number*, and *Person*.

## INFLECTION OF NOUNS.

## PERSON.

42. Person is not properly an inflection of the Noun, for a noun has the same form for all persons. Nouns are said to have *three persons*. If the noun represents the speaker, it is said to be of the *first person*; if, the person spoken to, it is said to be of the *second person*; if, the person spoken of, it is said to be of the *third person*. In, "I, John, wrote this," *John* meaning the speaker is of the first person. In, "Thou, John, didst do it," *John* is of the *second person*. In, "He, John, did it," *John* is of the *third person*.

## EXERCISE X.

(a) Mention the *Nouns* in the following sentences, telling their *kind* and *person*.

He, the general, led the way up the hill which lay before his army. When he reached there, he cried, "Come on, my brave men." I, your colonel, will meet the enemy. We, Americans, do everything in a hurry. You, Germans, have more patience. I, George Davidson, wrote this with my own hand.

(b) Treat the Pronouns, Adjectives, Verbs, Adverbs, and Prepositions in the sentences above, as before recommended.

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## LESSON XI

—  
GENDER.

43. All living beings are divided into *two* sexes, male and female, as *man, woman; boy, girl; lion, lioness*. Plants and things without life are without sex.

(a) In the same way Nouns and Pronouns are divided according to the sex of the objects they represent. Nouns or Pronouns representing individuals of the male sex are of the *masculine* gender : as, *man, king, he*. Nouns or Pronouns representing individuals of the female sex are of the *feminine* gender : as, *woman, girl, she*. Nouns or Pronouns representing things without sex are said to be of the *neuter* gender ; as, *tree, it*. Some words may be applied to living things of either sex ; as, *cousin, child, neighbour, elephant, goat*. Such nouns are said to be of *common* gender.

(b) Gender is that distinction in form or use of the Noun (or Pronoun) which shows whether we are speaking of living beings of the male sex, or the female sex, or of things without sex.

44. There are *three* ways of distinguishing the gender of Nouns :—

(a) By employing different words : as, *father*, *mother*; *brother*, *sister*.

(b) By placing *before* or *after* the word to be so distinguished, a word marking the sex : as, *he-goat*, *she-goat*; *turkey-cock*, *turkey-hen*.

(c) By endings showing the sex : as, *giant*, *giant-ess*; *lion*, *lion-ess*.

45. (a) First method, by employing different words :

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
bachelor	{ maid or spinster	gentleman	lady
beau	belle	hart	roe
boar	sow	horse	mare
boy	girl	husband	wife
bridegroom	{ bride	king	queen
groom		lad	lass
brother	sister	lord	lady
buck	doe	man	maid
bull	cow	man	woman
bullock	{ heifer	master	mistress
steer		master	miss
cock	hen	nephew	niece
colt	filly	papa	mama
dog	bitch	ram	ewe
drake	duck	sir	madam
earl	countess	sire	dame
father	mother	son	daughter
friar	{ nun	stag	hind
monk		uncle	aunt
gander	goose	widower	widow
		wizard	witch

(b) By placing *before* or *after* the word to be so distinguished, a word marking the sex :—

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
man-servant	maid-servant	buck-rabbit	doe-rabbit
he-goat	she-goat	pea-cock	pea-hen
cock-sparrow	hen-sparrow	turkey-cock	turkey-hen

(c) By endings showing the sex :—

The following, add *ess*.

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
abbott	abbess	lion	lioness
actor	actress	marquis	marchioness
baron	baroness	master	mistress
benefactor	benefactress	negro	negress
chanter	chantress	mayor	mayoress
count	countess	patron	patroness
dauphin	dauphiness	peer	peeress
deacon	deaconess	poet	poetess
doctor	{ doctoress doctress	priest	priestess
duke	duchess	prince	princess
emperor	empress	prophet	prophetess
enchanter	enchantress	protector	protectress
founder	foundress	shepherd	shepherdess
giant	giantess	songster	songstress
god	goddess	sorcerer	sorceress
governor	governess	tiger	tigress
heir	heiress	traitor	traitress
host	hostess	tutor	tutoress
idolator	idolatress	viscount	viscountess
jew	jewess	votary	votaress

46. Words derived from foreign languages form their feminine in *-en*, *-ina*, *-ine*, *-a*, *-x*. The only English words belonging to this class are *fox* (masc.) ; *vixen* (fem.) : and *carl* (masc.) ; *carlinn* (fem.), an old woman.

MASCULINE.	FEMININE.	MASCULINE,	FEMININE.
Czar	Czarina	sultan	sultana
landgrave	landgravine	signor	signora
margrave	margravine	administrator	administratrix
hero	heroine	testator	testatrix
don	donna		

47. Some proper masculine nouns form their feminine by a change of ending :—

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
Augustus	Augusta	Henry	Henrietta
Francis	Frances	Jesse	Jessie
George	Georgina	Paul	Pauline

48. Compound nouns, in their gender and in the

formation of their feminines, follow their leading elements : as,

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
brother-in-law	sister-in-law	schoolmaster	schoolmistress
step-father	step-mother	landlord	landlady
Englishman	Englishwoman	Frenchman	Frenchwoman

49. Things without life are sometimes spoken of as male or female. They are then said to be personified : as, when we say of the *sun* : “ *he* is risen ;” of the *moon*, “ *she* is eclipsed ;” of a *ship*, “ *she* sails well.” Abstract nouns are neuter, except when personified. Collective nouns are always neuter.

#### EXERCISE XI.

(a) Tell the *gender* of the following : wall, cat, prince, teacher, spinster, teamster, seamstress, goose, hen, river, tiger, Czar, John, field, tree.

(b) Tell the *masculine* of : belle, aunt, nun, heroine, queen, songstress, widow, daughter, sister, wife, empress, niece, grandmother, girl, woman, lady, Charlotte, Cornelia, Josephine.

(c) Tell the *feminine* of : he-goat, hero, friar, actor, father, bridegroom, master, heir, Jew, Sultan, horse, lord, husband, Julius.

(d) In the following sentences take up the parts of speech as before :

The cruel boy hit the dog on the head. The boy stood on the burning deck. The man of wealth lived at his ease. The little girl carried a book in her satchel. The black Newfoundland dog ran through the fields. A great many men went to town.

## LESSON XII

—  
NUMBER.

50. When a noun denotes a *single* object of a kind, it is said to be *singular* or of the singular number: as, *man, book, house*.

When a noun denotes more than one object of a kind, it is said to be *plural* or of the plural number: as, *men, books, houses*.

(a) **Number** is that distinction in the form or use of a noun (or pronoun) whereby we express one, or more than one.

51. Nouns have *two* numbers: *singular* and *plural*.

The **singular number** is that distinction in the form or use of a noun (or pronoun) whereby we express *one*; the **plural number** is that distinction in the form or use of a noun (or pronoun) whereby we express more than one.

52. The plural is generally formed by adding —*s* to the singular: as, *hat, hats; pen, pens*.

Nouns take —*es* when they have the following endings:

(a) **ch** (not sounding **k**): as, *church church-es*. When **ch** sounds **k**, *s* only is added: as, *monarch, monarch-s*.

(b) **s** or **sh**: as, *gas, gas-es; gash, gash-es*.

(c) **x, or z**: as, *tax, tax-es: waltz, waltz-es*.

(d) **i or o**, when **i** or **o** is preceded by a consonant: as, *alkali, alkali-es; cargo, cargo-es*. The following nouns in **o** have **s** only: *canto, grotto, memento, octavo, portico, quarto, solo, tyro, halo*.

(e) The following nouns in **f, or fe**, change **f, or fe**

into **v** before —es : *beef, leaf, sheaf, thief, loaf, calf, half, self, shelf, wolf, life, knife, wife*. *Wharf*, has both *wharfs* and *wharves*; so also *staff, staves* and *staves*.

(f) Nouns in **y** preceded by a consonant change **y** into **i** before —es : as, *lady, ladies*; but when **y** is preceded by a vowel, add *s* only : as, *valley, valleys*.

53. The following nouns are irregular in their plural :

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
child	children	mouse	mice
foot	feet	man	men
goose	geese	ox	oxen
louse	lice	tooth	teeth
woman	women		

Words ending in **man** not compounds of the word **man**, have —s in the plural : as, *German, Germans*; but, *Frenchman, Frenchmen*.

54. The following words have a regular and an irregular plural with a difference of meaning :

SINGULAR.	PLURAL (Regular).	PLURAL (Irregular).
brother	brothers (of the same family)	brethren (of the same society)
die	dies (stamps for coining)	dice (cubes for gaming)
genius	geniuses (men of genius)	genii (spirits)
index	indexes (tables of contents of books)	indices (exponents in algebra)
pea	peas (separate seeds)	pease (grain in bulk)
penny	pennies (distinct coins)	pence (an amount of money)
sail	sails (pieces of canvas)	sail (vessels)
cloth	cloths (varieties of cloth)	clothes (garments)

55. The following nouns are alike in both numbers : *alms, cannon, deer, grouse, hose, means, odds, rest* (remainder), *salmon, series, species, swine*. *Fish* has *fish* (plural), when quantity is spoken of; *fishes*, when we speak of a number of separate fish. So *fowl, brace, dozen, pair, score* take a singular form when

preceded by a word expressing a definite number : as, "fifty *brace* of grouse ;" but we say, "fowls were sold in *pairs*."

56. The plural of figures, letters, characters, &c., is formed by annexing an apostrophe and s ('s) : as, "she must make her 4's, k's, +'s, and ;'s better."

57. Compound nouns are composed of simple words called elements. In some compounds both elements are of equal importance, while in others there is one leading element which the other merely modifies : as, *hanger-on*, *sister-in-law*, in which *hanger* and *sister* are leading elements. In such nouns add the plural ending to the leading element : as, *hangers-on*, *sisters-in-law*. Nouns compounded with —ful add —s : as, *cupfuls*, *spoonfuls*.

58. The following nouns add the plural ending to both elements : *man-child*, *man servant*, *woman-servant*, *man-singer*, *woman-singer*, *knight-templar*.

59. Proper nouns generally take —s : as, *Cato*, *Catos*; *Mary*, *Marys*, though we use *Sicilies* as the plural of *Sicily*. Nouns in —s or —x take —es in the plural : as, *Ajax*, *Ajaxes*; *Venus*, *Venuses*.

60. In a Complex Proper Noun preceded by *the* denoting a class, add the plural to the last name : as, "the George *Washingtons* of to-day ;" "the Thomas *Carlyles* of literature." Such proper nouns are used as common nouns. In other cases the title alone is made plural : as, "the *Masters* White," "the *Misses* Davis," "the *Messrs.* Brown."

61. Many foreign words are introduced into English without any change in form. Some of these take the regular English plural : as, *asylum*, *asylums*; others take the foreign plural, or English plural indifferently : as, *cherub*, *cherubim*, or *cherubs*; *seraph*, *seraphim*, or *seraphs*; *beau*, *beaux*, or *beaus*; others again take the foreign plural only. In forming the plural of foreign nouns, the following rule may be

observed. The termination : *a* becomes *ae* : *as*, *formula*, *formulae*; *is* becomes *es* : *as axis, axes*; *us* becomes *i*, sometimes *era* : *as, radius, radii; genus, genera*; *um* and *on* become *a* : *as, datum, data; phenomenon, phenomena*; *ex* and *ix* become *ices* : *as, vertex, vertices; appendix, appendices*.

62. Some nouns are used in the singular number only. These are: abstract nouns, collective nouns, material nouns, names of arts, sciences, names of things sold by weight or measure : *as, goodness, folk, iron, rhetoric, astronomy, wheat, silk*. Some material nouns are used in the plural when they mean different kinds : *as, the silks of China, the teas of Japan, the sugars of Jamaica*.

63. Some nouns are used in the plural number only : *as, annals, ashes, billiards, breeches, cattle, drugs, eaves, embers, fireworks, goods, greens, hatches, manners, morals, nuptials, spectacles, thanks, tidings, vespers, victuals, vitals, wages*. The words *news* and *riches*, though plural in form, are really singular.

## EXERCISE XII.

(a) Write the plural of the following nouns : *knife, wharf, hero, washerwoman, barn-yard, sky, chimney, fox, monarch, arch, fish, boy, valley, handful, dozen, child, Irishman, echo, lash, box, thief, handkerchief, brother, muff, enemy, day, Jewess, fife*.

(b) Tell the gender of each of the nouns above.

(c) \* Name the parts of speech in each of the following sentences :—

I saw a fine rainbow in the sky. The snow lies in heaps on the side of the road. An industrious man often gains wealth. The morning sun climbs up yon lofty hill. My grandfather sits in his easy chair. His penknife lies near the inkstand on the small table.

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\* In taking up the nouns, tell their person, gender, number. Take up the other parts of speech as before.

## LESSON XIII

### CASE.

64. A **sentence** is a series of words so arranged as to make complete sense.

By a sentence we may declare something, ask a question, or give a command.

(a) When a sentence is used to make a declaration, it is called a **declarative** sentence : as, "he is strong."

(b) When a sentence is used to ask a question, it is called an **interrogative** sentence : as, "are you strong ? "

(c) When a sentence is used to give a command, it is called an **imperative** sentence : as, "be strong."

65. Every sentence consists of two parts—the **subject** and the **predicate**.

(a) The **subject** names the person or thing about which an assertion is made.

(b) The **predicate** is the part of a sentence which asserts something of the **subject**.

(c) If the sentence is a **declarative** sentence, the subject will be the word or words answering to the question asked by putting "who ?" or "what ?" before the verb. The answer will give the subject : as, "kings reign," here *reign* is the verb, ask "who reign?" answer, "kings :" then "kings" is the subject. In, "Lord William sat at his castle gate :" *sat* is the verb and "at his castle gate" is dependent on *sat* : hence "sat at his castle gate" is the predicate : the subject is, "Lord William."

66. **Case** is that form of a noun (or pronoun) which shows the relation which a noun (or pronoun) bears to other words in the sentence.

(a) There are three cases in English: the **Nominative**, the **Objective**, and the **Possessive**.

(b) The **Nominative** case is that form which a noun (or pronoun) takes when it is the subject of a verb.

67. A noun (or pronoun) that is the subject of a sentence is called the Subject Nominative.

68. A nominative may also be used after some intransitive verbs in the **predicate** of a sentence. This nominative is known by always referring to the same person or thing as the subject of the verb: as, "Victoria is Queen: here *Victoria* is subject nominative; *queen*, predicate nominative.

69. In the following sentences, "he was elected emperor;" "you became mayor," *he* and *you* are subject nominatives; *emperor*, *mayor*, predicate nominatives.

70. When a noun stands by itself for the person or thing addressed, it is said to be in the **Nominative of Address**: as, "John, do this;" "James, go away." *John* and *James* are **Nominatives of Address**.

71. The **Objective** case is that form which a noun (or pronoun) takes when it is the object of a verb or of a preposition.

72. We have already seen that a transitive verb takes an **object** after it.

73. The object governed by the verb is called the **direct object** of the verb: as, "he gave a *book*;" *book* is the direct object. We sometimes have also after transitive verbs an **indirect object** governed by the preposition *to* or *for* expressed or omitted: as in, "I gave the book to the *boy*," or in, "I gave the *boy* a *book*;" *book* is the direct object of the verb, and *boy* is the indirect object governed by the preposition *to*.

**74. Prepositions take an object.** The way to find an object is to ask a question by using *whom?* or *what?* after the verb or preposition. "The dog killed the hare." "Killed what?" Answer: "the hare." "He went towards the bridge." "He went towards what?" Answer: "the bridge." Then *hare* and *bridge* are objects; *hare* is called the object of the verb *killed*, and *bridge* the object of the preposition *towards*.

In nouns, the nominative and objective cases have the same form: as, "the son loves the father;" "the father loves the son."

**75. The possessive case** is that form which the noun (or pronoun) takes when it shows that something is possessed by the person or thing for which it stands: as, "the *boy's* book;" "the *eagle's* head."

**76. The possessive case singular** is formed by adding an apostrophe and *s* ('s) to the nominative singular: as, *girl*, *girl's*; *man*, *man's*.

(a) When the plural of a noun ends in *s*, the possessive plural is formed by adding an apostrophe (') only: as, *girls*, *girls'*; *hunters*, *hunters'*.

(b) When the plural of a noun does not end in *s*, the possessive plural is formed by adding an apostrophe and *s* ('s): as, *men*, *men's*; *women*, *women's*.

(c) When a noun ends with the sound of *s* or *z*, especially if the next word begins with an *s* sound, the possessive singular is formed by adding an apostrophe (') only; as, "Peleus' son;" "for *conscience*' sake." Avoid, however, such combinations by substituting *of* with the objective: say, "the son of Peleus;" "for the sake of *conscience*."

(d) When the noun is a compound proper noun, or when joint ownership is meant, the apostrophe and *s* ('s) are affixed to the last of the names: as, "Julius Cæsar's death; Elizabeth, the Queen of *England's* will;

John, William, and *Mary's* uncle." If separate ownership is meant, each proper noun has the possessive form : as, "John's and Henry's book." We also affix the apostrophe and *s* ('s) to a noun in apposition to a proper noun in the possessive : as, "he went to Smith, the baker's shop ;" "I was at Brown, the merchant's house." Here the nouns *Smith* and *Brown* are in the possessive case though without the possessive sign ('s).

77. The possessive inflection is used chiefly with nouns representing persons, animals, or personified objects : as, "John's uncle ;" "the lion's claw ;" "the mountain's brow." In other cases use the preposition *of* with the objective : as, "the roof of the house," not "the house's roof ;" "the width of the street," not, "the street's width ;" "the price of the book," not, "the book's price."

78. By the declension of a noun is meant the process of carrying it through the several cases : as,

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
NOM. . . . dog	dogs	man	men
Poss. . . . dog's	dogs'	man's	men's
OBJ. . . . dog	dogs	man	men

79. Any noun (or pronoun) may have another noun (or pronoun) joined to it without any connective, when referring to the same person or thing. The latter word is said to be in **apposition**, and agrees with the former in case : as, "Columbus, the discoverer of America, was a native of Genoa ;" here, *discoverer* is in apposition with *Columbus*, and agrees with *Columbus* in case.

#### \* EXERCISE XIII.

(a) Analyze the following sentences, and parse fully all the nouns :—

France contains immense tracts of forest lands. Mary, the child, burnt her finger to-day. Washington, the general, led his army across the river. John's father was at the store. I sent the boy to the merchant's store.. The men were there.

He obeys his father. Men received the news of the victory with great delight. The Indians hunt the buffaloes for their hides. The peacock's feathers are very fine ornaments for ladies' hats.

(b) Treat the other parts of speech as before recommended.

\* In analyzing these sentences divide simply the logical subject from the predicate, thus:—

<i>Subject.</i>		<i>Predicate.</i>
1. fire		warms
2. a bright fire		warms the room
3. a bright fire of wood		warms the room completely

A *grammatical subject* is the leading word denoting that about which something is said : as, *fire* in the above sentence. The *logical subject* comprises the grammatical subject, and the other words limiting its meaning. The *grammatical predicate* is generally a verb, as, *warms*; the *logical predicate* is the words that remain after the logical subject is removed. In the first sentence the grammatical and the logical subject, and the grammatical and the logical predicate are the same : in the second and third sentences the grammatical and logical subjects, and the grammatical and logical predicates differ.

In taking up the noun, the pupil is now expected to parse it fully :

EXAMPLE.—James, the gardener, has my father's horse.

*James* . . a noun, proper, third person, masculine gender, singular number, nominative case, subject of the verb *has*.

*gardener* . . a noun, common, third person, masculine gender, singular number, nominative case, in apposition with *James*.

*father's* . . a noun, common, third person, masculine gender, singular number, possessive case, modifying the noun *hat*.

*hat* . . a noun, common, third person, neuter gender, singular number, objective case, object of the transitive verb *has*.

# LESSON XIV

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## PRONOUNS.

### I.—Personal Pronouns.

80. The Personal Pronouns are thus declined :

FIRST PERSON.		SECOND PERSON.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular</i>	<i>Plural.</i>
NOM. I	we	thou	you, or ye
POSS. (my, mine)	(our, ours)	(thy, thine)	(your, yours)
OBJ. me	us	thee	you, or ye

THIRD PERSON.					
MASCULINE.		FEMININE.		NEUTER.	
<i>Sing.</i>	<i>Pl.</i>	<i>Sing.</i>	<i>Pl.</i>	<i>Sing.</i>	<i>Pl.</i>
NOM. he	they	she	they	it	they
POSS. (his)	(their, theirs)	(her or hers)	(their, theirs)	(its)	(their, theirs)
OBJ. him	them	her	them	it	them

### NOTES ON THE PERSONAL PRONOUNS.

(a) The pronoun *I* has strictly no plural: *I* can stand for but one person.

The plural *We* does not denote several *I's*, but *I* and some person else.

*We* is often used in anonymous writings, though it refers to only one person. This is called the editorial *We*.

(b) *Thou, thy, thee*, are seldom used except in addressing the Almighty: as, “Thou art the Lord;” or in poetry, “O, thou that rollest above;” or in the language of the Society of Friends. *You* is generally employed, even when one person is addressed. *Ye* is met with in elevated style: as, “ye hill and dales.”

(c) *It* is employed as the subject or object of a verb instead of a clause which is the real subject: as, “it is difficult to tell;” here, “to tell” is really the subject of “is difficult.”

*It* is often used indefinitely: as, “it is *I*;” “it is they;” “who is it?”

(d) The pronouns of the *first* and the *second person* do not have any inflection for gender. They take the gender from the noun for which they stand. In, “*I, James, heard him* :” *I* is masculine; in “*you, Jane, did it* :” *you* is feminine.

The probable reason is that when a person speaks of himself or herself to another, the sex is evident and does not require any special mark. The plural forms *We* and *You* are often ambiguous, representing persons of both sexes.

(e) The personal pronouns have strictly speaking no possessive case. The forms given in the possessive case are mere adjectives and are parsed as such. *My, thy, our, your, their,* are used when a modified noun follows : *mine, thine, ours, yours, theirs*, when they are in the predicate of a sentence without a modified noun expressed : as, "this is *my hat*" or "this hat is *mine*." Such expressions as, "that head of *his*," "that book of *his*" do not stand for "that head of *his heads*," "that book of *his books*." The words of *his* simply express a strong form of possession.

(f) Compound personal pronouns are formed from the possessive, or the objective case of the personal pronouns, and the word *self*. They are not used in the possessive case, and have the same form for the nominative and the objective.

	SINGULAR.	PLURAL.
<i>First Person . . . myself (ourselves)</i>		<i>ourselves</i>
<i>Second Person . . thyself (yourselves)</i>		<i>yourselves</i>
<i>Third Person . . himself, herself, itself</i>		<i>themselves</i>

(g) These pronouns are employed : (1) as the object of a verb, when that object denotes the same person or thing as the subject as, "he struck *himself*;" "we saw *ourselves*;" in which case they are called reflexive pronouns ; (2) to mark emphasis, either alone, or along with the simple pronouns, or nouns : as, "*I myself* made it;" "*James himself* wrote this."

#### \* EXERCISE XIV.

(a) Analyze the following sentences, and parse fully the nouns and pronouns :

I told the story to them. Earth with her ten thousand voices praises God. We sent the letter by the boy. He goes to school with his little brother. The vase stands on the high table. The sailors pull the ropes of the old ship. He washed himself yesterday. The earth itself moves around the sun.

(b) Tell the other parts of speech in the sentences above.

(c) Correct : *hisself, theirselves, itself, theirs', your's.*

\* The pupil is now expected to parse fully the pronoun.

EXAMPLES.—“ He himself made that map.” “ You wronged yourself in that case;”

*he* . . . a pronoun, personal, third person, masculine gender, singular number, nominative case, subject of the verb *made*.

*himself* . . . a compound personal pronoun, third person, masculine gender, singular number, nominative case, in apposition with *he*.

*yourself* . . . a compound personal pronoun, used reflexively, second person, masculine or feminine gender, singular number, objective case, object of the verb *wronged*.

## LESSON XV

### PRONOUNS.

#### II.—Demonstrative Pronouns.

81. The Demonstrative Pronouns are :

SINGULAR.	PLURAL.
this	these
that	those

82. These pronouns are inflected for number only : they have no forms to mark gender or case.

(a) *That* and *this* are often used to distinguish two objects mentioned immediately before. *That* refers to the first mentioned ; *this*, to the last mentioned : as, “ wealth and poverty are both dangerous : *that* tends to excite pride, *this* discontent.”

(b) *That* and *those* are often used to prevent the repetition of a noun : as, “ the hills of France are higher than *those* of Greece : ” “ the climate of California is finer than *that* of England.”

83. *This* and *that* are often used for a whole clause or even a sentence : as, “ to be or not to be—*that* is the question : ” *that* stands for, “ to be or not to be.”

### III.—Interrogative Pronouns.

84. The Interrogative Pronouns are : *who?* *what?* *which?* *whether?*

(a) The words *who?* *which?* are declined: *what?* *whether?* are not declined.

(b) The forms of *who?* *which?* are the same in both numbers.

NOM.	who	which
POSS.	whose	whose
OBJ.	whom	which

(c) *Who* is applied to persons: as, “*who* goes there?”

(d) *Which* is applied to persons, animals, or things : as, “*which* of you did it ?” “*Which* of the horses got loose ?” “*Which* of the roads shall I take ?”

(e) *What* is applied to things, as *who* is to persons: as, “*what* did you see ?”

(f) *Whether* (*which of two*) was once used, but is now almost obsolete : as, “*whether* is the greater, the gift or the altar ?” *Which* is generally used for *whether*.

85. *Which* differs from *who* or *what*, in implying a certain known number or class of objects from which the right one is to be picked out. When we say “*who* did it ?” “*what* did it ?” we do not appear to know anything about the actor ; but when we say, “*which* did it ?” we imply that we know certain persons and that one of them was the actor.

86. The usual position of these pronouns, whether as subjects or objects of the verb, is at the beginning of a sentence : as, “*who* wrote that ?” “*whom* did he mention ?”

#### \* EXERCISE XV.

(a) Parse fully the nouns and the personal, demonstrative, and interrogative pronouns in the following sentences :

Whom did he marry? Which is the boy's house? This

man knew this very well. Who said that to my father ? Whose boots are these ? I never saw so large a show before.

(b) Take up the other parts of speech as before.

---

\* Parse the interrogative pronouns thus :

EXAMPLES.—What is that ? Whose books are those ?

*what* . . . a pronoun, interrogative, third person, neuter gender, singular number, nominative after the verb *is*.

*whose* . . . a pronoun, interrogative, third person, masculine or feminine gender, singular number, possessive case, modifying *books*.

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## LESSON XVI

### PRONOUNS.

#### IV.—Relative Pronouns.

87. The Relative Pronouns are *who*, *which*, *that*, and *what*. *That* and *what* are indeclinable ; *who* and *which* have the same forms as the interrogative pronouns, *who ? which ?*

88. *Who* is applied to persons and to things personified : as, “the men *who* work hard, enjoy rest ;” “Hope, *who* whispers fair promises, often deceives.”

89. *Who* has two uses :

(a) It connects two co-ordinate clauses : as, “I met a man, *who* told me that there had been a fire.” Here the sentence is the same as if we said : “I met a man *and he* told me that there had been a fire.” This is called the connective use of the relative.

(b) *Who* is also employed when it is intended to limit the noun or pronoun in the previous clause : as, “that is the boy *who* spoke to us ;” here, “*who* spoke to us” helps to limit the noun “boy.” This is called the restrictive use of the relative.

90. *Which* is applied to things in both the senses

now given of *who* with reference to persons : as, "I studied geometry, *which (and it)* I afterwards found useful ;" "he hit, the dog, *which (and it)* never did him harm ;" "the house *which* he built remains."

91. *That* is applied to persons or things. *That* properly restricts or limits the word to which it refers as, "the man *that* said so, spoke falsely ;" "the dog *that* barked last night, kept me awake."

92. *That* differs from *who* in this, that it cannot follow a preposition. We can say, "the man *of whom* I told you ;" but not, "the man *of that* I told you," though we can say, "the man *that* I told you *of*."

93. *What* is not used of persons. It differs from the other relatives in this, that it does not have its antecedent actually expressed in the sentence, but itself implies both the antecedent and relative. It is equivalent to *that that* (*that* demonstrative pronoun, *that* relative pronoun) : as "give me *what* you have," that is, "give me *that that* you have."

94. The word *but* (= *who . . not*) is a negative relative : as, "there is no man *but* knows (*who* does not know) this."

95. *As* is used as a relative after *such*, *same*, *as many*, *so many*, *as much*, *so much*. It is applied to persons, animals, and things : as, "such men *as* are virtuous, are happy ;" "you have the same kind of coat *as* I wear ;" "I have as many books *as* you."

96. The **Compound Relative Pronouns** are, *whoever*, *whoso*, *whosoever*, *whichever*, *whichsoever*, *whatever*, *whatsoever*. These have an indefinite meaning and have their antecedent omitted : as, "*whoever* (= *any person that*) has visited Paris, knows that ;" "*take whichever* (= *either that*) you choose ;" "*whatever* (*everything that*) he has done, is well done."

97. *Whoever* and *whoso* are not declined. *Whosoever* is declined thus :—

SINGULAR AND PLURAL.	
NOM. . . . .	whosoever
POSS. . . . .	whosesoever
OBJ. . . . .	whomsoever

A relative is always of the same *gender*, *number*, and *person* as its antecedent.

#### \* EXERCISE XVI.

(a) Parse fully the *nouns* and *pronouns* in the following sentences :—

Queen Anne, whose husband was a Dane, was the last Stuart sovereign that reigned in England. Few that live in palaces know what poor men suffer. I myself, who blame him, have the same faults. The boy who told me this, ran quickly to the store.

(b) Take up the other parts of speech as before.

(c) Correct (giving reasons) the relatives in the following sentences :

The dog *who* barks seldom bites. People *what* live in glass houses should not throw stones. The men and horses *whom* I saw were a mile away. The men and women *which* I saw were foreigners. Time, *which* has mowed down many with his scythe, will lay me low also. Such parents *which* have their children's good at their hearts, will require them to obey. After his defeat, Napoleon was never the same *which* he was before. They have *that* they desired.

#### \* How to parse a relative.

EXAMPLE.—The men *who* gave heed to *what* I said will not repent.

*Who* . . pronoun, relative, (antecedent *men*), third person, plural number, masculine gender, nominative case, subject of *gave*.

*What* . . . pronoun, relative, (equivalent to antecedent and relative *that* *that*), third person, singular number, neuter; as an antecedent, objective case after the preposition *to*; as a relative, objective case, object of the verb *said*.

## LESSON XVII

## PRONOUNS.

## V.—Indefinite Pronouns.

98. The Indefinite Pronouns are : *some*, *any*, *many*, *few*, *all*, *both*, *one*, *none*, *aught*, *naught*, *other*, *another*.

99. *One*, *other*, and *another* are declinable : the others are indeclinable.

	SINGULAR.	SINGULAR	PLURAL.
NOM. . . . .	one	other	others
POSS. . . . .	one's	other's	others'
OBJ. . . . .	one	other	others

100. *Another* is declined in the singular like *other*, but has no plural. The indefinite *one* (= *any one*) is used in the singular only : the plural form when used refers to a preceding noun and is parsed as a noun : as in, "I saw two white horses and two black *ones*" ; *ones* is a noun. In, "I have no book, give me *one* ;" *one* is a numeral adjective. In, "one gives what *one* has ;" *one* is an indefinite pronoun.

## VI.—Distributive Pronouns.

101. The Distributive Pronouns are : *each*, *either*, *neither*.

102. These pronouns are indeclinable, and used in the singular number only.

(a) *Each* means all taken separately and is applied to two, or to more than two.

(b) *Either* and *neither* are used with reference to two : *either* means *one* of two, and implies *both* ; *neither* means *not either*.

103. *Each other* is called by some a reciprocal pronoun, and is often parsed as such. It is better to consider *each* as the nominative, and *other* the objective case : as, "they loved *each other*" that is, "they loved : *each* (loved the) *other*".

## \* EXERCISE XVII.

(a) Parse fully the *nouns* and *pronouns* in the following sentences :—

These are beautiful flowers ; those are ugly weeds. He went away to-day to the town. Either of those boys writes well. I will do neither. He gave some to me. He sent each of the boys away. Naught helps me now. We admire the one ; we love the other. They love all men.

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## \* How to parse a Distributive or an Indefinite Pronoun.

EXAMPLES.—They killed *each other*. Negligence and wastefulness should *both* be avoided.

*Each* . . . pronoun, distributive, third person, singular number, masculine or feminine gender, nominative case, subject of *killed* understood.

*other* . . . pronoun, indefinite, third person, singular number, masculine or feminine gender, objective case, object of the verb *killed* understood.

*both* . . . a pronoun, indefinite, third person, plural number, neuter gender, nominative case, subject of *should be avoided*.

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## LESSON XVIII

## THE ADJECTIVE.

104. In the sentence, “John is a *tall* boy,” we state that John has the quality of *tallness*. If we say, “John is *taller* than James,” we assert that John has *more* of the quality of *tallness* than James. If again we say, “John is the *tallest* boy in the class,” we compare John with respect to *tallness* with all the other boys in the class, and assert that he possesses that quality in the highest degree. The forms *tall*, *taller*, *tallest*, mark different degrees of comparison.

105. Adjectives are inflected to express **comparison**.

NOTE.—The only adjectives inflected to express comparison are those of *quality*, and a few expressing *quantity*.

106. There are three degrees of comparison : the

## Positive, the Comparative, and the Superlative.

(a) The **Positive** is the adjective in its simplest form : as, *tall*.

(b) The **Comparative** is used when we compare *two* objects, and indicates that the one possesses the quality in a greater or less degree than the other : as, "he is *taller* than his brother."

(c) The **Superlative** is used when *more than two* objects are compared, and shows that one possesses the quality in a greater or less degree than any of the others : as, "he is the *tallest* boy in the school."

107. There are two regular ways of forming the comparative and the superlative :

(a) The comparative is formed by annexing *-er*, and the superlative by annexing *-est*, to the positive.

(b) The comparative is formed by prefixing *more* or *less*, and the superlative by prefixing *most* or *least*, to the positive.

108. The following adjectives form the comparative in *-er*, and the superlative in *-est*. If an adjective ends in *y* preceded by a consonant, change *y* into *i* before *-er* and *-est* :

(a) Monosyllabic adjectives : as, *grand*, *grander*, *grandest*. If the monosyllabic adjective ends in *e* mute, *e* mute is dropped before *-er* and *-est* : as, *wise*, *wiser*, *wisest*. If the monosyllabic adjective ends in a single consonant preceded by a single vowel, the final consonant is doubled : as, *red*, *redder*, *reddest*.

(b) A few dissyllabic adjectives : as, *tender*, *narrow*, *pleasant*, *handsome*, *bitter*, *slender*, *clever*, *honest*, *happy*, also a few in *-ble* : as, *able*, and those which have the accent on the second syllable : as, *polite*, *serére*.

109. The following adjectives are compared by prefixing *more* and *most*, or *less* and *least* : all adjectives of *more than two* syllables, and *most* of those of *two* syllables, especially when the adjective is a compound one : as, *faithful*, *more faithful*, *most faithful*.

110. The following are irregularly compared:

POSITIVE.	COMPARATIVE.	SUPERLATIVE
good	better	best
well	better	best
evil	worse	worst
bad	worse	worst
ill	worse	worst
little	less	least
many	more	most
much	more	most
old	older, or elder	oldest, or eldest
near	nearer	nearest, or next
late	later, or latter	latest, or last

111. The following have the superlative in —*most*:

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
far	farther	farthest, or farthermost
fore	former	foremost, or first
hind	hinder	hindmost, or hindermost
low	lower	lowest, or lowermost

112. The following have no positive, their comparisons being formed from adverbs:

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
(aft)	after	aftermost
(forth)	further	furthest, or furthermost
(in)	inner	inmost, or innermost
(out)	outer, or utter	{ outermost, outmost utmost, uttermost
(up)	upper	uppermost, or upmost
—	hither	hithermost
—	nether	nethermost

113. Some adjectives taken from Latin, ending in —*ior*, as *superior*, *inferior*, *anterior*, *posterior*, and *prior*, *junior*, and *senior*, are not in English properly comparatives. They have not the proper comparative ending. The first five are followed by *to*, and not by *than* as ordinary comparatives. We say "inferior *to* his brother," but "less *than* his brother." The adjectives *junior* and *senior* are followed by neither *than*, nor *to*.

### Remarks on Irregular Comparative Forms.

114. *Lesser* is sometimes used as a second form of the comparative : as, "the *lesser* lights of Heaven."

(a) *Much* and *less* are applied to things weighed or measured; *many* and *few*, to those that are numbered.

(b) *Older* and *oldest* are the regular forms and are used when we contrast *old* with *new* : *elder* and *eldest* are used when we contrast *old* with *young* : as, "the *older* house belongs to the *elder* brother."

(c) *Later* and *latest* are opposed to *earlier* and *earliest* and are used when speaking of *time* : *latter* is used when speaking of *order* : *last* may be applied to either *time* or *order*.

(d) *Further* means *more distant* and is opposed to *nearer* : as, "I prefer the *farther* house to the *nearer* one." *Further* means, *more advanced*, or *additional* : as, "I shall give a *further* reason."

(e) The suffix —*most* in superlatives is not the adverb *most*. It is really a doublet superlative ending compounded of two Anglo-Saxon endings—*ma* and —*ost*, both of the same meaning as—*est*. Hence *foremost* = *fore-ma-ost*.

115. The following adjectives do not admit of comparison.

(a) *Almighty, certain, chief, circular, continual, dead, empty, extreme, eternal, false, filial, fluid, full, golden, infinite, living, paternal, perfect, perpetual, royal, supreme, universal, void.*

(b) Adjectives of *quantity* expressing a definite number : as, *one, two, etc.*

(c) *Demonstrative Adjectives.*

Avoid double comparatives and superlatives : as, *more unkind, most unkindest.*

116. By prefixing *the* to an adjective, as, *the rich, the poor*, we indicate a class of individuals selected from the whole community. The noun *men* is omitted. Such adjectives are to be parsed as common nouns. An adjective is often converted into an abstract noun by prefixing *the* : as, *the good, the true, the beautiful*. These expressions are the same as if we said, *goodness, truth, beauty*.

## EXERCISE XVIII.

(a) Analyze the following sentences, parsing fully the *nouns*, *pronouns*, and *adjectives* :—

We divided the apples among the smaller boys of the class. Eliza put the book on the highest shelf of the room. I shall write you a longer letter to-morrow. The United States had two noted wars with Great Britain. Wellington, the British General, defeated Napoleon at Waterloo. He is the best man in the whole city.

(b) Treat the verbs, adverbs, and prepositions as before.

(c) Write the plural of : stitch, ally, alley, summons, room-fair, beau, canto, German, Frenchman, wharf, cherub, asylum, phenomenon.

(d) Write the feminine of : benefactor, host, schoolmaster, Scotchman, man-servant, nephew, priest, husband, widower.

(e) Write the masculine of : tailoress, marchioness, infanta, lady, countess, princess, girl, woman, sultana, she-goat.

(f) Write the possessive singular and plural of : lynx, soliloquy, delay, deer, dwarf, I, thou, he, myself, one, other, another, who, which, whatsoever.

## LESSON XIX

## THE VERB.

117. Verbs have been divided into transitive and intransitive.

118. Besides these, there is a class of verbs called **copula** or **appositive verbs**, of which the verb *to be* is the leading example. The noun which follows verbs of this class is said to be in the predicate nominative instead of being governed by the verb. An appositive verb is known by the noun in the predicate always referring to the same person or thing as the noun or pronoun in the subject. Such verbs are *become*, *seem*, *appear*, *grew*, &c. : as, "he became king;" "he seems an honest man;" "he appears a hero;" "he grew a giant."

119. The **Verb** is the most highly inflected of all the parts of speech, because it makes a statement and this statement may be viewed as being done by different persons, at different times, and under different conditions.

120. The inflections of the verb are **Voice**, **Mood**, **Tense**, **Number**, and **Person**.

121. In the sentence, "the boy struck the table," the *subject* of the verb *struck* is *boy*, the name of the person acting; *table*, the name of the thing acted upon is the *object* of *struck*. In, "the table was struck by the boy," *table*, the object of the former sentence, is the *subject* of *was struck*, and *boy*, the *subject* of the former sentence, is in the *objective* case, governed by the preposition *by*. The *active* form *struck* calls attention to the subject *boy* as acting, while the *passive* form *was struck* expresses the subject *table* as being acted upon.

That form of a transitive verb, which shews whether the subject acts or is acted upon, is called **Voice**.

122. Every transitive verb has two voices : **Active** and **Passive**.

(a) When the subject denotes that which *acts*, the transitive verb is said to be in the **active** voice : as, "the farmer *ploughs* the field."

(b) When the subject denotes that which *is acted upon*, the transitive verb is said to be in the **passive** voice : as, "the field *is ploughed* by the farmer."

123. **Intransitive** verbs, since they are without an object, can have *no voice*. Many intransitive verbs become transitive, if they have a preposition after them : as, "he *laughs*" (intransitive); "he *laughs at* (transitive) the boy." In such cases the preposition is part of the verb. To test this, change the verb from the active to the passive. If the preposition then adheres to the verb, the verb is transitive : as,

"he *looked for* the letter," (active); "the letter *was looked for* by him," (passive). Here the verbs are, *looked for* (active), and *was looked for* (passive).

124. The active voice calls attention to the subject of the action, while the passive voice calls attention to the object of the action, the agent being often omitted : ns, active, "the girl broke the window;" passive, "the window was broken by the girl;" "the window was broken."

### EXERCISE. XIX.

(a) Analyze the following sentences, and parse the *nouns* and *adjectives*.

Ferocious wolves often kill many sheep. Travellers cross the deserts of Africa. England possesses a powerful navy. The English defeated the French at Waterloo. By the Treaty of Dover, Charles, King of England, surrendered Dunkirk to the French. The man told many interesting stories. The King governed the country by a deputy.

(b) Change the sentences above from the active to the passive construction.

(c) Treat the *verbs*, *adverbs*, and *prepositions* as before.

(d) Change the following in the passive to the active construction :—

The song was heard by me. The coat was made by the tailor, by whom we were kindly received. Quebec was founded by a Frenchman. The St. Lawrence was discovered by Jacques Cartier. Britain was invaded by Julius Cæsar, by whom many battles were fought with the natives. Pompey was defeated by Cæsar at Pharsalia. A colony was founded by some Englishmen at Jamestown, in Virginia.

(e) Parse the pronouns in (d).

## LESSON XX

—  
MOODS.

125. Take the sentences :

- (1) He *writes*.
- (2) If he *write*, I will answer his letter.
- (3) *Write* me to-morrow.
- (4) Scholars learn to *write* by practice.

By the first sentence we state an *assertion of fact*; by the second we express a *condition*; by the third we give a *command*, and in the fourth we use a form, expressing an action not limited by person or number. These variations of form in verbs, by means of which we show the manner in which an action, or state indicated by the verb is asserted of the subject, are called **Moods**.

126. There are *four* moods : the **Indicative**, the **Subjunctive**, the **Imperative**, and the **Infinitive**. To these may be added the **Participle** and **Verbal forms**.

127. The **Indicative** Mood comprises those forms of the verb by means of which we make a direct statement, or express a supposition viewed as a fact, or ask a direct question : as, "Napoleon the First *died* at St. Helena :" "if God *is* true, we need not fear :" "*is* he alive ?"

128. The **Subjunctive** Mood comprises those forms of the verb by means of which we express either a *wish*, a *possibility*, or a *condition of doubt or denial* : as, "O that I *were* there ;" "he *may go* :" "if he *be* alive, give him the letter :" "if he *were* good, he *w u'd* not *do* that."

129. This mood is so called because the verb in it is always subjoined, *i. e.*, dependent on another verb expressed or omitted. It usually follows such words as, *if, though, unless, lest, although, provided, &c.*

The clause containing the supposition and generally introduced by the words *if, though, unless, &c.*, is called the *conditional clause*; the clause containing the consequence of the supposition is called the *consequent or principal clause*.

(a) Use the indicative in the conditional clause, if there is no real uncertainty about the condition being fulfilled : as, "if he *is* good, (as you believe he *is*), support him." The subjunctive is used when you imply doubt : as, "if he *be* a rogue, why so am I."

(b) As *futurity* is from its nature uncertain, the subjunctive is often used in marking future conditions : as, "if it *rain* to-morrow, we shall not be able to go," "I shall wait till he *return*." "Though he *slay* me, yet will I trust in him."

(c) When we use the past subjunctive in the conditional clause we express a denial : as, "if the book *were* good (which it *is not*), it *should* be useful to you." The past subjunctive is often expressed by an inversion : as, "*had I been* there (=if I *had been* there), it *would not have happened*." The principal clause also takes the subjunctive form when we refer to what is doubtful, or uncertain, in the past or future : "he *would succeed*, if he *should try*;" "if he *had tried*, he *would have succeeded*."

(d) The Subjunctive mood often expresses a *wish* or *possibility* : as, "may I *be* there to see you to-morrow" "O that I *were* at home;" "cursed be he that first cries hold," i. e., "may he *be cursed*;" "he *may do so*" i. e., there is a possibility of his doing so.

**130. The Imperative Mood** includes those forms of the verb by means of which we express a command : as, "go away;" "rise early;" "hurry up."

The imperative mood has often the subject *you* or *thou* omitted.

**131. The Infinitive Mood** includes those forms of the verb by means of which we express that an action or state denoted by the verb is *not limited* by the circumstances of *number* or *person* : as, "he lives to reign;" "to do good is a pleasure."

(a) The Infinitive usually has "to" before it. This, however, is not essential. Many verbs are used in the infinitive without *to*, especially after *bid, dare, need, make, see, let, behold, have, know, shall, will, &c.* : as, "bid him do it;" "he made me laugh."

(b) The **Infinitive** is really a verbal noun. It may be the *subject* of a verb: as, “*to reign* is worth ambition. Here we may say, “*reigning* is worth ambition.” It may also be the *object* of a verb: as, “he loves *to hunt*,” which is the same as if we said, “he loves *hunting*.”

When an infinitive is used to express a *purpose* or *cause* of an action, it is called the **gerundial infinitive**: as, “I came *to see* you;” “I am glad *to hear* you say so.”

### PARTICIPLES.

132. **Participles** are verbal forms which share the functions of the verb and the adjective. In common with verbs, they can govern a case (if used transitively), and they can express certain relations to time, but they cannot of themselves affirm anything. Like adjectives, they limit the noun to which they are joined. The same word may be used as a participle, or an adjective, as:—

**Adjectives**: “an *amusing* story;” “*a travelling* agent;” “*a working* man.”

**Participles**: “the man, *amusing* us with his story, detained us;” “an agent *travelling* in Ontario, told us this;” “a man *working* all day needs rest at night.”

133. When a participle forms with a noun or (pronoun) a clause grammatically detached from the rest of the sentence, the noun (or pronoun) is said to be in the **nominative absolute**: as, “the *sun* having risen, we started;” “*this* said, he sat down.”

134. There are two participles derived directly from the verb:

(a) The imperfect participle ending in—*ing*: as, *smiting*.

(b) The perfect participle ending sometimes in—*ed* or in *en*: as, *loved*, *smitten*.\*

The imperfect participle in —*ing* is *never passive*.

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\* The method of forming these participles will be taken up in the proper place. The fact is stated only to illustrate the method of forming the compound participles.

If derived from a transitive verb, this participle is active ; if, from an intransitive verb, this participle has no voice.

The perfect participle in *—ed* or *—en* is never active. If derived from a transitive verb, the perfect participle is passive ; if, from an intransitive verb, the participle has no voice.

Besides these we have the compound perfect participle active : as, *having loved* ; compound perfect participle passive : as, *having been loved*, and the imperfect participle passive : as, *being loved*.

135. A *verbal noun*, or *verbal* is derived from a verb. It is distinguished from the participle in this, that it can itself be the subject of a verb, or the object of a verb or preposition, which a participle cannot. It cannot limit the meaning of the noun (or pronoun), while this is one of the functions of a participle. In common with the participle, the verbal can govern a case if derived from a transitive verb.

**Examples of Verbals.**—“He spends his time in *writing letters* :” here, *writing* is the *object* of the preposition *in*, and governs *letters* in the objective. “On *being elected* president, he brought in many reforms ;” *being elected* is a verbal governed by *on*, *president* being predicate nominative after *being elected*.

#### EXERCISE XX.

(a) Analyze the following and parse fully the *nouns*, *adjectives*, and *pronouns* :

The gentle rain refreshed the thirsty flowers. Blind unbelief is sure to err. The snow shall be their winding sheet. The sky is darkened with thunder clouds. The pickpocket was caught by the policemen. The boy, whistling along the path, briskly went to school. He won golden opinions from his employers,

(b) Point out the verbs, telling their kind.

(c) Take up the adverbs and prepositions as before.

(d) Decline the nouns, and compare the adjectives, in the sentences above.

## LESSON XXI

—  
TENSE.

136. There are three natural divisions of time : the Present, the Past, and the Future. We speak of an event as *taking place*, *having taken place*, or *about to take place* : as, "he smites ;" "he smote ;" "he will smite."

(a) Besides telling the time of an event, we can also shew whether the event is *complete or not* at the time indicated : as, "I am writing ;" "I was writing ;" "I shall be writing." In these sentences *writing* is stated as *going on* in the present, past, or future. When we say, "I have written ;" "I had written ;" "I shall have written," the *writing* is stated to be *completed* in the present, past, or future.

(b) That form of the verb which expresses the *time* of an action or event, and also the *completeness* or *incompleteness* of an action or event at the time indicated, is called **Tense**.

(c) Since an event must be described as present, past, or future, and since every event may be described either as completed (*perfect*), or as incomplete (*imperfect*), or without any regard to completeness or incompleteness (*indefinite*), it is clear that a verb would have nine tenses, namely, *three present tenses*, *three past tenses*, and *three future tenses*. This is the case in the Indicative and Subjunctive moods. The Imperative can have only a present tense, as a command can be given only in the present by this mood.

(d) The tenses of the Infinitive and Participles do not express time in themselves, but only by reference to the words to which they are joined. Completeness and incompleteness of action or state are the only relations that can be expressed by the tenses of the Infinitive and Participles.

## TABULAR VIEW OF TENSES.

137.

<i>Tense.</i>	<i>Indefinite.</i>	<i>Imperfect.</i>	<i>Perfect.</i>
Present	I smite	I am smiting	I have smitten
Past . .	I smote	I was smiting	I had smitten
Perfect	I shall smite	I shall be smiting	I shall have smitten

138. (a) The *indefinite* tenses refer strictly to a point of time, and to single acts or habits without regard to duration.

(b) The *imperfect* tenses are so called because they express the incompleteness of the act in the present, past, and future time.

(c) The *perfect* tenses express that the acts are finished and are regarded as complete in the present, past, and future time.

139. The Present Indefinite tense expresses:

(a) An event actually taking place: as, "now fades the glimmering landscape on the sight."

(b) A fact universally true: as, "the earth is round."

(c) A habit: as, "fishes swim."

(d) A future event: as, "Duncan comes here to-night."

(e) Vividly a past event as present: as, "Cæsar crosses the Rubicon and besieges Ariminum."

The emphatic present is formed by adding *do* to the verb: as, "I do write."

140. The Past Indefinite tense has three uses:

(a) It indicates an act done indefinitely in the past: as, "he did it."

(b) It denotes a habit or custom: as, "Cicero borrowed money without scruple."

(c) It is often used in the sense of Past Imperfect: as, "while the bridegroom tarried, they all slumbered and slept."

The emphatic past is formed by the auxiliary *did*: as, "I did say so."

141. The Future Indefinite employs two auxiliary verbs, *shall* and *will*, but with a difference of meaning.

*Shall* originally meant *to owe, to be morally bound*. It is the proper auxiliary for future events, whenever the idea of the *future depends on what is external*. *Will* means *intention or willingness* on the part of the agent, implying that he is free to act as he pleases in the matter. The following rule applies to *shall* and *will*.

(a) **Futurity.** To denote *simple futurity*, *shall* is used for the *first person*, *will*, for the *second and third*, in *principal declarative sentences*. But in *subordinate sentences* introduced by a relative, or by such words as, *if, though, when, unless, &c.* use *shall* for all three persons.

(b) **Determination or Command.** When *determination on the part of the speaker* is intended to be expressed *will* is employed in the *first person*, *shall*, in the *second and third* in *principal declarative sentences*, but in *subordinate sentences* introduced by a relative or by such words, as, *if, though, when, unless, &c.* use *will* for all three persons.

(c) **Asking Questions.** In asking a question, use the form of expression in which you expect the answer to be given. If you say, "shall you go?" you expect the answer, "I shall go." If, "will he go," you expect, "he will go,"

## NUMBER.

142. The verb, like the noun, has two numbers, *singular* and *plural*. The singular form of the verb is used when the subject is singular, and the plural form when the subject, is plural. In the verb "to be," alone, distinct plural forms are found.

## PERSON.

143. Verbs, like pronouns, have three persons : First, Second, and Third. The plural has no forms to mark person. The subject determines the person of the verb. A verb is said to be in the first, second, or third person according as the speaker speaks of himself, to some one, or of some one.

## CONJUGATION.

144. By the conjugation of a verb, we mean a statement of all its forms so as to show its voices, moods, tenses, numbers, and persons.

The principal parts of a verb are : (1) Present Indefinite Indicative ; (2) Past Indefinite Indicative ; (3) Perfect Participle.

## EXERCISE XXI.

(a) Parse fully the *nouns*, *pronouns*, and *adjectives* in the following :—

Each of us saw clearly the steeple through the tall elm trees. My father lately left me a considerable estate. Good books deserve a careful perusal. They called him a true friend. Many ships were soon lost in the storm. The weary days were spent in watching.

(b) Decline the nouns and pronouns, and compare the adjectives, in the sentences above.

(c) Point out the verbs, telling their kind.

(d) Take up the adverbs and prepositions.

## LESSON XXII

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145. Model of Conjugation of a Verb in Active Voice.

### TO SMITE.

Principal Parts : *smite* ; *smote* ; *smitten*.

#### INDICATIVE MOOD.

##### PRESENT INDEFINITE TENSE.

###### *Singular.*

- |                            |                 |
|----------------------------|-----------------|
| 1. (I) smite               | 1. (We) smite   |
| 2. (Thou) smitest          | 2. (You) smite  |
| 3. (He) smites, or smiteth | 3. (They) smite |

###### *Plural.*

##### PRESENT IMPERFECT TENSE.

- |                      |                       |
|----------------------|-----------------------|
| 1. (I) am smiting    | 1. (We) are smiting   |
| 2. (Thou art smiting | 2. (You) are smiting  |
| 3. (He) is smiting   | 3. (They) are smiting |

##### PRESENT PERFECT TENSE.

- |                        |                        |
|------------------------|------------------------|
| 1. (I) have smitten    | 1. (We) have smitten   |
| 2. (Thou) hast smitten | 2. (You) have smitten  |
| 3. (He) has smitten    | 3. (They) have smitten |

##### PAST INDEFINITE TENSE.

- |                   |                 |
|-------------------|-----------------|
| 1. (I) smote      | 1. (We) smote   |
| 2. (Thou) smotest | 2. (You) smote  |
| 3. (He) smote     | 3. (They) smote |

##### PAST IMPERFECT TENSE.

- |                        |                        |
|------------------------|------------------------|
| 1. (I) was smiting     | 1. (We) were smiting   |
| 2. (Thou) wast smiting | 2. (You) were smiting  |
| 3. (He) was smiting    | 3. (They) were smiting |

##### PAST PERFECT TENSE.

- |                         |                       |
|-------------------------|-----------------------|
| 1. (I) had smitten      | 1. (We) had smitten   |
| 2. (Thou) hadst smitten | 2. (You) had smitten  |
| 3. (He) had smitten     | 3. (They) had smitten |

## FUTURE INDEFINITE TENSE.

- |                      |                      |
|----------------------|----------------------|
| 1. (I) shall smite   | 1. (We) shall smite  |
| 2. (Thou) wilt smite | 2. (You) will smite  |
| 3. (He) will smite   | 3. (They) will smite |

## FUTURE IMPERFECT TENSE.

- |                           |                           |
|---------------------------|---------------------------|
| 1. (I) shall be smiting   | 1. (We) shall be smiting  |
| 2. (Thou) wilt be smiting | 2. (You) will be smiting  |
| 3. (He) will be smiting   | 3. (They) will be smiting |

## FUTURE PERFECT TENSE.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. (I) shall have smitten   | 1. (We) shall have smitten  |
| 2. (Thou) wilt have smitten | 2. (You) will have smitten  |
| 3. (He) will have smitten   | 3. (They) will have smitten |

## SUBJUNCTIVE MOOD.

[The Subjunctive tenses are generally used with *if*, *though*, *unless*, *lest*, *that*, &c., before them : as, *if I smite*.]

## PRESENT INDEFINITE TENSE.

*Singular.*

1. (I) smite
2. (Thou) smite
3. (He) smite

*Plural.*

1. (We) smite
2. (You) smite
3. (They) smite

## PRESENT IMPERFECT TENSE.

- |                      |                      |
|----------------------|----------------------|
| 1. (I) be smiting    | 1. (We) be smiting   |
| 2. (Thou) be smiting | 2. (You) be smiting  |
| 3. (He) be smiting   | 3. (They) be smiting |

## PRESENT PERFECT TENSE.

- |                        |                        |
|------------------------|------------------------|
| 1. (I) have smitten    | 1. (We) have smitten   |
| 2. (Thou) have smitten | 2. (You) have smitten  |
| 3. (He) have smitten   | 3. (They) have smitten |

## PAST INDEFINITE TENSE.

- |                   |                 |
|-------------------|-----------------|
| 1. (I) smote      | 1. (We) smote   |
| 2. (Thou) smotest | 2. (You) smote  |
| 3. (He) smote     | 3. (They) smote |

## PAST IMPERFECT TENSE.

- |                        |                        |
|------------------------|------------------------|
| 1. (I) were smiting    | 1. (We) were smiting   |
| 2. (Thou) wert smiting | 2. (You) were smiting  |
| 3. (He) were smiting   | 3. (They) were smiting |

## PAST PERFECT TENSE.

- |                         |                       |
|-------------------------|-----------------------|
| 1. (I) had smitten      | 1. (We) had smitten   |
| 2. (Thou) hadst smitten | 2. (You) had smitten  |
| 3. (He) had smitten     | 3. (They) had smitten |

## FUTURE INDEFINITE TENSE.

- |                          |                       |
|--------------------------|-----------------------|
| 1. (I) should smite      | 1. (We) should smite  |
| 2. (Thou) wouldst* smite | 2. (You) would smite  |
| 3. (He) would smite      | 3. (They) would smite |

## FUTURE IMPERFECT TENSE.

- | <i>Singular.</i>             | <i>Plural.</i>             |
|------------------------------|----------------------------|
| 1. (I) should be smiting     | 1. (We) should be smiting  |
| 2. (Thou) wouldst be smiting | 2. (You) would be smiting  |
| 3. (He) would be smiting     | 3. (They) would be smiting |

## FUTURE PERFECT TENSE.

- |                                |                              |
|--------------------------------|------------------------------|
| 1. (I) should have smitten     | 1. (We) should have smitten  |
| 2. (Thou) wouldst have smitten | 2. (You) would have smitten  |
| 3. (He) would have smitten     | 3. (They) would have smitten |

## IMPERATIVE MOOD.

- | <i>Singular.</i> | <i>Plural.</i>    |
|------------------|-------------------|
| Smite (thou)     | Smite (ye or you) |

## INFINITIVE MOOD.

- Indefinite Tense* : . . . . (to) smite  
*Imperfect Tense* : . . . . (to) be smiting  
*Perfect Tense* : . . . . (to) have smitten

## PARTICIPLES.

- Perfect* . . . . having smitten  
*Imperfect* . . . . smiting

*Compound Perfect Participle* : having been smiting.

\*The forms here given are those used in principal propositions. In dependent propositions, *shouldst*, *should*, take the place of *wouldst* *would*. So in all forms of the Future Subjunctive.

## HOW TO PARSE A VERB.

146. (a) To parse a verb fully in the Indicative or the Subjunctive mood, we should state :

(1) Kind of verb (Transitive or Intransitive) ; (2) Voice (if the verb is transitive; intransitive verbs have no voice) ; (3) Mood ; (4) Tense ; (5) Person ; (6) Number ; (7) Agreement with the subject.

EXAMPLE.—“He has caught a fish.”

*has caught* . . . a verb, transitive, active, indicative, present perfect, 3rd person, singular, agreeing with its subject “he.”

(b) In parsing an Imperative, state :

(1) Kind of verb ; (2) Voice ; (3) Mood ; (4) Person (always second) ; (5) Subject (always *thou*, *ye*, or *you*).

Sometimes *let* is used in giving a command by a *first* or to *third* person, as, “let me see;” “let them run.” Here *let* addresses some imaginary person and is parsed as imperative; *see* and *run* are infinitives with *to* omitted; *me*, *them*, are *indirect objects* of *let*.

(c) An Infinitive mood may be used like a noun, as the subject or the object of a verb : as, “*to walk* is healthy” = “*walking* is healthy;” “I like *to walk*” = “I like *walking*.” It may also be joined to a noun, to an adjective, or to a verb, expressing a purpose : as, “*water to drink*;” “*hard to bear*;” “I came *to see* you.” Such infinitives are called gerundial infinitives. Gerundial infinitives are divided into adjective infinitives, and adverbial infinitives. They are used as adjectives when they limit a noun or pronoun, as, “*paper to write with*;” as adverbs, where they modify a verb or an adjective, as, “I came *to see* you”; “he is *slow to forgive*.” The infinitive may also be used to complete the meaning of a preceding noun or pronoun : as, “I saw him *fall*;” “I heard him *say*.” Such infinitives are called complementary infinitives.

In parsing an infinitive, state :

(1) Kind of verb ; (2) Voice ; (3) Mood ; (4) Tense ; also,

whether used as a *noun*, an *adverb*, an *adjective*, or a *complement*.

(d) In parsing a **participle** state to what noun (or pronoun) it is joined, and whether it is active or passive.

(e) In parsing a **verbal** noun, state whether it is :

(1) *Subject*; and of what *verb* it is the subject; or,

(2) *Object*; and of what *verb* or *preposition* it is object.

#### EXERCISE XXII.

(a) Parse fully the *nouns*, *pronouns*, *adjectives*, and *verbs* in the following sentences :

Dr. Livingstone has explored a large part of Africa. No one has yet reached the North Pole. I hear thee speak of the better land. I saw a little boy knocking at the front door. If he should come, tell him I went to the bookseller's. I saw three men going down the road. Take care lest thy temper betray thee. On reaching the shore, he leaped out of the boat. If he had done so, he would have told us.

(b) Decline the nouns and pronouns, and compare the adjectives, in the sentences above.

(c) Take up the prepositions, adverbs, and conjunctions as before.

(d) Analyze the first three sentences.

## LESSON XXIII

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### THE VERB TO BE.

147. Before conjugating the Passive Voice, it is necessary to give the model of conjugation of the verb to be.

#### INDICATIVE MOOD.

##### PRESENT INDEFINITE TENSE.

###### *Singular.*

1. (I) am
2. (Thou) art
3. (He) is

###### *Plural.*

1. (We) are
2. (You) are
3. (They) are

##### PRESENT PERFECT TENSE.

1. (I) have been
  2. (Thou) hast been
  3. (He) has been
1. (We) have been
  2. (You) have been
  3. (They) have been

##### PAST INDEFINITE TENSE.

1. (I) was
  2. (Thou) wast
  3. (He) was
1. (We) were
  2. (You) were
  3. (They) were

##### PAST PERFECT TENSE.

1. (I) had been
  2. (Thou) hadst been
  3. (He) had been
1. (We) had been
  2. (You) had been
  3. (They) had been

##### FUTURE INDEFINITE TENSE.

1. (I) shall be
  2. (Thou) wilt be
  3. (He) will be
1. (We) shall be
  2. (You) will be
  3. (They) will be

##### FUTURE PERFECT TENSE.

1. (I) shall have been
  2. (Thou) wilt have been
  3. (He) will have been
1. (We) shall have been
  2. (You) will have been
  3. (They) will have been

## SUBJUNCTIVE MOOD.

[For the conjunctions that usually accompany the Subjunctive, see the conjugation of *smite*.]

## PRESENT INDEFINITE TENSE.

*Singular.*

1. (I) be
2. (Thou) be
3. (He) be

*Plural.*

1. (We) be
2. (You) be
3. (They) be

## PRESENT PERFECT TENSE.

- |                     |                     |
|---------------------|---------------------|
| 1. (I) have been    | 1. (We) have been   |
| 2. (Thou) have been | 2. (You) have been  |
| 3. (He) have been   | 3. (They) have been |

## PAST INDEFINITE TENSE.

- |                |                |
|----------------|----------------|
| 1. (I) were    | 1. (We) were   |
| 2. (Thou) wert | 2. (You) were  |
| 3. (He) were   | 3. (They) were |

## PAST PERFECT TENSE.

- |                      |                    |
|----------------------|--------------------|
| 1. (I) had been      | 1. (We) had been   |
| 2. (Thou) hadst been | 2. (You) had been  |
| 3. (He) had been     | 3. (They) had been |

## FUTURE INDEFINITE TENSE.

- |                      |                    |
|----------------------|--------------------|
| 1. (I) should be     | 1. (We) should be  |
| 2. (Thou) wouldst be | 2. (You) would be  |
| 3. (He) would be     | 3. (They) would be |

## FUTURE PERFECT TENSE.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. (I) should have been     | 1. (We) should have been  |
| 2. (Thou) wouldst have been | 2. (You) would have been  |
| 3. (He) would have been     | 3. (They) would have been |

## IMPERATIVE MOOD.

*Singular.*

- be (thou)

*Plural.*

- be (ye or you)

## INFINITIVE MOOD.

*Indefinite Tense . . . (to) be*

*Perfect Tense . . . (to) have been*

## PARTICIPLES.

*Imperfect . . . . . being*  
*Perfect . . . . . been*

*Compound Perfect Participle . . having been*

## EXERCISE XXIII.

(a) Parse fully all the *nouns*, *pronouns*, *adjectives*, and *verbs* in the following sentences :

If he be angry, I shall not speak to him. To be or not to be—that is the question. If I were poor, I would still be honest. Whether he be guilty or not, I shall not leave him. No man becomes a scholar without hard study. It is impossible for me to go. Oh ! that I had been there, when he went away. If Cæsar was ambitious, he was at the same time magnanimous.

(b) Take up the adverbs, prepositions, and conjunctions as before.

(c) Write out the declension of the nouns and pronouns, and the comparison of the adjectives in the sentences above.

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## LESSON XXIV

148. Model of Conjugation of a Verb in the Passive Voice.

## TO BE SMITTEN.

[The passive verb is formed by adding the perfect participle of a *transitive* verb to the forms of the verb *to be*.]

## INDICATIVE MOOD.

## PRESENT INDEFINITE TENSE.

Singular.	Plural.
1. (I) am smitten	1. (We) are smitten
2. (Thou) art smitten	2. (You) are smitten
3. (He) is smitten	3. (They) are smitten

## PRESENT IMPERFECT TENSE.

1. (I) am being smitten, &c.    1. (We) are being smitten &c

## PRESENT PERFECT TENSE.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. (I) have been smitten    | 1. (We) have been smitten   |
| 2. (Thou) hast been smitten | 2. (You) have been smitten  |
| 3. (He) has been smitten    | 3. (They) have been smitten |

## PAST INDEFINITE TENSE.

- |                        |                        |
|------------------------|------------------------|
| 1. (I) was smitten     | 1. (We) were smitten   |
| 2. (Thou) wast smitten | 2. (You) were smitten  |
| 3. (He) was smitten    | 3. (They) were smitten |

## PAST IMPERFECT TENSE.

- |                           |                            |
|---------------------------|----------------------------|
| 1. (I) was being smitten, | 1. (We) were being smitten |
| &c.                       | &c.                        |

## PAST PERFECT TENSE.

- |                              |                            |
|------------------------------|----------------------------|
| 1. (I) had been smitten      | 1. (We) had been smitten   |
| 2. (Thou) hadst been smitten | 2. (You) had been smitten  |
| 3. (He) had been smitten     | 3. (They) had been smitten |

## FUTURE INDEFINITE TENSE.

- |                           |                           |
|---------------------------|---------------------------|
| 1. (I) shall be smitten   | 1. (We) shall be smitten  |
| 2. (Thou) wilt be smitten | 2. (You) will be smitten  |
| 3. (He) will be smitten   | 3. (They) will be smitten |

## FUTURE IMPERFECT TENSE.

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1. (I) shall be being smitten | 1. (We) shall be being smitten, &c. |
|-------------------------------|-------------------------------------|

## FUTURE PERFECT TENSE.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. (I) shall have been smitten   | 1. (We) shall have been smitten  |
| 2. (Thou) wilt have been smitten | 2. (You) will have been smitten  |
| 3. (He) will have been smitten   | 3. (They) will have been smitten |

## SUBJUNCTIVE MOOD.

## PRESENT INDEFINITE TENSE.

- | <i>Singular.</i>     | <i>Plural.</i>       |
|----------------------|----------------------|
| 1. (I) be smitten    | 1. (We) be smitten   |
| 2. (Thou) be smitten | 2. (You) be smitten  |
| 3. (He) be smitten   | 3. (They) be smitten |

## PRESENT IMPERFECT TENSE.

1. (I) be being smitten, &c.    1. (We) be being smitten &c

## PRESENT PERFECT TENSE.

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. (I) have been smitten    | 1. (We) have been smitten   |
| 2. (Thou) have been smitten | 2. (You) have been smitten  |
| 3. (He) have been smitten   | 3. (They) have been smitten |

## PAST INDEFINITE TENSE.

- |                        |                        |
|------------------------|------------------------|
| 1. (I) were smitten    | 1. (We) were smitten   |
| 2. (Thou) wert smitten | 2. (You) were smitten  |
| 3. (He) were smitten   | 3. (They) were smitten |

## PAST IMPERFECT TENSE.

1. (I) were being smitten, &c    1. (We) were being smitten

## PAST PERFECT TENSE.

- |                              |                            |
|------------------------------|----------------------------|
| 1. (I) had been smitten      | 1. (We) had been smitten   |
| 2. (Thou) hadst been smitten | 2. (You) had been smitten  |
| 3. (He) had been smitten     | 3. (They) had been smitten |

## FUTURE INDEFINITE TENSE.

- |                              |                            |
|------------------------------|----------------------------|
| 1. (I) should be smitten     | 1. (We) should be smitten  |
| 2. (Thou) wouldst be smitten | 2. (You) would be smitten  |
| 3. (He) would be smitten     | 3. (They) would be smitten |

## FUTURE IMPERFECT TENSE.

- |  |   |
|--|---|
| 1. (I) should be being<br>smitten, &c. | 1. (We) should be being<br>smitten, &c. |
|--|---|

## FUTURE PERFECT TENSE.

- |  |                                      |
|--|--------------------------------------|
| 1. (I) should have been<br>smitten     | 1. (We) should have been<br>smitten  |
| 2. (Thou) wouldst have been<br>smitten | 2. (You) would have been<br>smitten  |
| 3. (He) would have been<br>smitten     | 3. (They) would have been<br>smitten |

## IMPERATIVE MOOD.

- |                   |                        |
|-------------------|------------------------|
| <i>Singular.</i>  | <i>Plural.</i>         |
| be (thou) smitten | be (ye or you) smitten |

## INFINITIVE MOOD.

*Indefinite* . . . (to) be smitten  
*Imperfect* . . . (to) be being smitten  
*Perfect* . . . (to) have been smitten.

## PARTICIPLES.

*Indefinite Participle* . . . . . being smitten  
*Perfect Participle* . . . . . smitten  
*Compound Perfect Participle* . . . having been smitten

149. NOTE.—Only transitive verbs can properly be used in the *passive* voice. We sometimes find such expressions as, “he *is come* ;” “he *is arrived* ;” “they *were gone* ;” “happiness *was flown*.” It is better to use, “he *has come* ;” “he *has arrived* ;” “they *had gone* ;” “happiness *had flown*.” This use of *is* and *was*, when used with intransitive verbs, is limited to those verbs that apply *motion*.

150. Be careful to distinguish a real adjective from a perfect participle. In such sentences as, “she *is accomplished* ;” “he *is resolved to go* ;” “I am *inclined to remain*,” the words *accomplished*, *resolved*, and *inclined* are adjectives; but in, “the deed *is accomplished* ;” “water *is resolved* into its elements ;” “the tree *is inclined* by the weight of snow,” they are parts of passive verbs. The participle invariably expresses *time*, which an adjective does not.

## EXERCISE XXIV.

(a) Parse the *nouns*, *pronouns*, *adjectives*, and *verbs* in the following sentences :

Most men are ashamed to confess that they have faults. Our neighbours will be surprized by this news. He spoke only a few words when he was interrupted. The letter was written with invisible ink. The grave was covered with fresh flowers. When he was seen, he quickly retreated behind a tree. On recovering his senses, he eagerly asked for his brother.

(b) Treat the *adverbs*, *prepositions*, and *conjunctions*, as before.

(c) Write out the declension of the nouns and pronouns, and the comparison of the adjectives, in the sentences above.

(d) Correct the following sentences :

What is become of your father ? Sam is grown out of recollection. The emigrants were departed out of the land. The strife is ceased. He was not yet ascended the stairs. Cold weather is already set in. The ghost was vanished.

(e) Change the following from the active to the passive construction :

Virtue alone produces happiness. The ancient Egyptians embalmed the bodies of the dead. Sir Isaac Newton discovered the attraction of gravitation. Integrity secures the esteem of the world. Government honored this able statesman with a pension for life. The Chinese used gunpowder ages ago.

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## LESSON XXV

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### DEFECTIVE AND AUXILIARY VERBS.

151. Verbs are called Defective when they have not a full complement of moods and tenses. The principal are : *shall, will, may, can, must, ought, dare*.

(a) Verbs are called Auxiliary when they aid in forming the voice, mood, or tense of a principal verb.

(b) Auxiliary Verbs are divided into :

(1) Voice auxiliaries : *am, was, be*.

(2) Mood auxiliaries : *may, might, should, would*.

(3) Tense auxiliaries : *have, had, shall, will, be*.

(4) Emphasis auxiliaries : *do, did*.

### THE AUXILIARY VERB TO BE.

152. The verb **to be** is an auxiliary when it is used to form the passive voice or the imperfect tenses of the verb ; in other cases it is a principal verb.

**Auxiliary verb** : “He *is* amusing the boys ;” “he *was* struck ;” “he *has been* loved.”

**Principal verb** : “This *is* an amusing book ;” “he *was* strong ;” “he *has been* noted.”

As a principal verb it is conjugated throughout (§ 147).

### MAY.

153. **May** is used both as a principal verb and as an auxiliary. As a principal verb **may** denotes *permission* or *liberty to do* something: as in, “you *may go*,” that is, “you are at liberty to go.” In such sentences as, “it *may be so*;” “it *is possible that I may be* mistaken;” “*may they be happy*,” *may* is an auxiliary verb forming the subjunctive mood.

#### INDICATIVE MOOD

##### PRESENT INDEFINITE TENSE.

###### Singular.

1. (I) *may*
2. (Thou) *mayest* or *mayst*
3. (He) *may*

###### Plural.

1. (We) *may*
2. (You) *may*
3. (They) *may*

##### PAST INDEFINITE TENSE.

1. (I) *might*
  2. (Thou) *mightest*, or *mightst*
  3. (He) *might*
1. (We) *might*
  2. (You) *might*
  3. (They) *might*

#### SUBJUNCTIVE.

The Present and Past Indefinite Tenses of the Subjunctive have the same forms as the corresponding tense of the Indicative. **May** has no infinitive Mood or participles.

### SHALL.

154. **Shall** is an auxiliary only when it expresses futurity ; when it expresses determination or command it is a principal verb and should be parsed as such (see § 141). **Should**, used as the past tense of *shall*, follows the same rule as *shall*. **Should** has its original meaning (*ought*) in such sentences as, “you *should not do this*,” and is then a principal verb.

## INDICATIVE MOOD.

## PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. (I) shall	1. (We) shall
2. (Thou) shalt	1. (You) shall
3. (He) shall	3. (They) shall

## PAST INDEFINITE TENSE.

1. (I) should	1. (We) should
2. (Thou) shouldest, or shouldst	2. (You) should
3. (He) should	5. (They) should

## SUBJUNCTIVE MOOD.

## PAST INDEFINITE TENSE

<i>Singular.</i>	<i>Plural.</i>
1. (I) should	1. (We) should
2. (They) shouldst, or shouldest	2. (You) should
3. (He) should	3. (They) should

No Infinitive Mood. No Participles.

## WILL.

155. Will is an auxiliary only when it expresses futurity, in every other case it is a principal verb and should be parsed as such. Would, used as the past tense of will, follows the same rule. Will, = *to be willing*, is a principal verb : as, "you *would* not come when I called you."

## INDICATIVE MOOD.

## PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. (I) will	1. (We) will
2. (Thou) wilt	2. (You) will
3. (He) will or wills	3. (They) will

## PAST INDEFINITE TENSE.

1. (I) would	1. (We) would
2. (Thou) wouldest or wouldst	2. (You) would
3. (He) would	3. (They) would

IMPERATIVE MOOD :—(to) will.

PARTICIPLES :—Imperfect, willing : Perfect, willed.

## HAVE.

156. **Have** is used both as a principal verb and as an auxiliary. As a principal verb, it is transitive, and may be carried through all the moods and tenses. As an auxiliary, it is used to form the Perfect tenses of the Indicative and Subjunctive Moods.

### INDICATIVE MOOD.

#### PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. (I) have	1. (We) have
2. (Thou) hast	2. (You) have
3. (He) has, or hath	3. (They) have

#### PAST INDEFINITE TENSE.

1. (I) had	1. (We) had
2. (Thou) hadst	2. (You) had
3. (He) had	3. (They) had

### SUBJUNCTIVE MOOD.

#### PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. (I) have	1. (We) have
2. (Thou) have	2. (You) have
3. (He) have	3. (They) have

#### PAST INDEFINITE TENSE.

1. (I) had	1. (We) had
2. (Thou) hadst	2. (You) had
3. (He) had	3. (They) had

### INFINITIVE MOOD.

Indefinitive Tense : (to) have    Perfect Tense : (to) have had

### PARTICIPLES.

<i>Imperfect</i> . . . . .	having
<i>Perfect (passive)</i> . . . . .	had
<i>Compound Perfect (passive)</i> . . . .	having had.

### DO.

157. **Do** when used as a principal verb is not defective in Voice, Mood, or Tense. When used as a mere auxiliary it is employed : (1.) to give emphasis :

as, "I *do* know it :" (2.) to form interrogative sentences, as, "*did* you hear me ?" ; (3.) to form negative sentences, as, "I *do* not know him." When we employ *do*, *did*, as auxiliaries to form the present and imperfect tenses, these tenses are said to be in the *emphatic* form.

### INDICATIVE MOOD.

#### PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. (I) do	1. (We) do
2. (Thou) dost	2. (You) do
3. (He) does, or doth	3. (They) do

#### PAST INDEFINITE TENSE.

1. (I) did	1. (We) did
2. (Thou) didst	2. (You) did
3. (He) did	3. (They) did

### SUBJUNCTIVE MOOD.

#### PRESENT INDEFINITE MOOD.

1. (I) do	1. (We) do
2. (Thou) do	2. (You) do
3. (He) do	3. (They) do

#### PAST INDEFINITE MOOD.

1. (I) did	1. (We) did
2. (Thou) did	2. (You) did
3. (He) did	3. (They) did

### INFINITIVE MOOD.

Indefinite Tense : (to) do      Perfect Tense (to) have done

### PARTICIPLES.

<i>Imperfect</i> . . . . .	<i>doing</i>
<i>Perfect (passive)</i> . . . . .	<i>done</i>
<i>Compound perfect (passive)</i> . . . .	<i>having done</i>

### CAN.

158. Can is never an auxiliary verb. Like *shall* and *may* it is found only in the present and imperfect

tenses. The *l* is inserted in **could** by a false analogy to *should* and *would*. **Can** expresses ability: as, “*I can walk*” = “*I am able to walk*.”

### INDICATIVE MOOD.

#### PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. (I) can	1. (We) can
2. (Thou) canst	2. (You) can
3. (He) can	3. (They) can

#### PAST INDEFINITE TENSE.

1. (I) could	1. (We) could
2. (Thou) couldest, or couldst	2. (You) could
3. (He) could	3. (They) could

### SUBJUNCTIVE MOOD.

*Past Indefinite Tense*: The same as the Past Indefinite Indicative.

No Infinite Mood. No participles.

### MUST.

159. **Must** is always a principal verb. It means “to be compelled to do” something, or it expresses the certainty of an event: as, “*I must write* ;” “*it must be so*.” It is uninflected, and used in the indicative mood only. When joined to an indefinite infinitive, **must** is in the present indefinite tense; when joined to a perfect infinitive **must** is past indefinite tense. In, “*I must go*,” **must** is present; “*in, he must have gone*,” **must** is past. **Must** may also be future: as, “*I must go to-morrow*.”

### DARE (to venture).

160. We have two verbs: **dare**, “to challenge,” conjugated regularly and followed by an infinitive with *to*: as, “*he dared him to fight*.” **Dare** (to venture) is defective, and takes the infinitive after it without *to*.

## INDICATIVE MOOD.

## PRESENT INDEFINITE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. (I) dare	1. (We) dare
2. (Thou) darest	2. (You) dare
3. (He) dare	3. (They) dare

## PAST INDEFINITE TENSE.

1. (I) durst	1. (We) durst
2. (Thou) durst	2. (You) durst
3. (He) durst	3. (They) durst

## OUGHT.

161. The verb **owe** once meant "to possess," "to have ;" then "to have as a duty ;" "to be under an obligation." **Ought** once the past tense of **owe** is now used as a present if joined to an indefinite infinitive ; and past, if joined to a perfect infinitive : as, "he *ought* (present indefinite) to go ;" "he *ought* (past indefinite) to have gone." **Owe**, "to be in debt," is conjugated regularly.

<i>Singular.</i>	<i>Plural.</i>
1. (I) ought	1. (We) ought
2. (Thou) oughtest	2. (You) ought
3. (He) ought	3. (They) ought

## NEEDS.

162. **Need** has the 3rd singular both **need** and **needs**. When the former is used we have the infinitive without *to* : as, "he *need* not go ;" when the latter, the infinitive with *to* : as, "he *needs* to tell." Do not mistake **needs** the verb for **needs** the adverb : as, "he *must needs* (= necessarily) go. **Need** is always a principal verb.

**Quoth** = *says*, or *said* ; and **wit** = *to know*, are seldom used. The former occurs in reporting conversations, and takes the subject always after it. The latter is generally employed in the enumeration of articles.

## IMPERSONAL VERBS.

163. Verbs used with *it* as a subject, when *it* does not mean any definite actor, but merely expresses some action or condition without reference to the actor, are called impersonal: as, "it rains;" "it grows."

(a) **Methinks** (*= it seems to me*) has for its subject the clause following it: as, "methinks that I see it" = "that I see it seems to me;" *me* is an indirect object.

(b) **List** (*= to please*) also takes a clause as a subject, and a pronoun as the indirect object: as, "him listed to go," *i. e.*, "to go pleased him."

### EXERCISE XXV.

(a) Correct or justify the use of *shall*, *will*, *may*, *can*, *should*, *would*, and *dare* in the following sentences:

I will drown and nobody shall help me. I expect that I will see my father. Will I bring you the book? I will be there when it will be light. We will be at the gardens, so shall you and James. I would be very much obliged to you, if you would do this. If he were more diligent, he should be successful. Can I leave the room? No one needs blush at such a mistake. Helen promised that she might write to-morrow. A prize was offered to him who would write the best essay. The King dared not sign the pardon. John durst James to wrestle.

(b) \* Parse the nouns, pronouns, adjectives, and verbs in the sentences above when corrected.

(c) Take up the adverbs, conjunctions, and prepositions, as before.

\* **HOW TO PARSE AN AUXILIARY VERB.**—In parsing, auxiliary verbs must be taken with their principal verb, even though other words come between. In "he may not have done it;" parse *may have done*, a verb, transitive, active, subjunctive, present perfect, 3rd singular, agreeing with its subject "he." When a verb that may be auxiliary in form, is used as a principal verb, parse it as a principal verb, as: "he *may go*," *i. e.*, if the meaning is, "he is allowed to go;" *may* is a defective verb, indicative, present indefinite, 3rd singular, agreeing with "he," governing "to go" in infinitive. "To *go*," a verb, intransitive, infinitive, indefinite, governed by *may*. The usual infinitive sign *to* is omitted with some defective verbs when used as principal verbs: as "I can *do*;" "you need not *go*;" "they dare *do it*;" "he must *wait*."

## LESSON XXVI

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### STRONG AND WEAK VERBS.

164. Verbs may be divided into *two* classes :

(1) Those that form their *past* tense by changing the vowel of the present : as, *write, wrote*.

(2) Those that form their *past* tense by *d* or *t* : as, *live, live-d ; leave, left*.

The verbs of the first class are called Strong (Old or Irregular) verbs : those of the second class, Weak (New or Regular) verbs.

### STRONG VERBS.

165. (a) The general process has been to modify the root vowel to form the past tense and add *en* for the perfect participle : as, *rise, rose, ris-en*. The verbs of this class are :

PRESENT.	PAST.	PERFECT PARTICIPLE.
arise	arose	arisen
beget	begot	begotten
bid	{ bade bid	bidden bid
bite	bit	bitten or bit
chide	chid	chidden or chid
choose	chose	chosen
drink	drank	drunk*
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
forbid	forbade	forbidden
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got *
give	gave	given
hide	hid	hidden
hold	held	held*
ride	rode	ridden

\* Originally ended in —en : *drunken : gotten*, are also used. *Holden* is sometimes used.

PRESENT.	PAST.	PERFECT PARTICIPLE,
rise	rose	risen
shake	shook	shaken
shriuk	shrank	shrunk*
shrive	shrove	shriven
sink	sank	sunken
smite	smote	smitten
speak	spoke	spoken
steal	stole	stolen
stride	strode	stridden
strike	struck	struck*
strive	strove	striven
take	took	taken
thrive	throve	thriven
tread	trod	trodden
weave	wove	woven
write	wrote	written

(b) The second class of strong verbs includes those which modify the root vowel and drop *e* in the perfect participle : as, *bear, bore, born*.

PRESENT.	PAST.	PERFECT PARTICIPLE.
bear (to carry)	bore	borne
bear (to bring forth)	bore	born
blow	blew	blown
crow	crew	crown or crowded
draw	drew	drawn
fly	flew	flown
grow	grew	grown
know	knew	known
lie (to lie down)	lay	lain
see	saw	seen
slay	slew	slain
swear	swore	sworn
tear	tore	torn
throw	threw	thrown
wear	wore	worn

(c) The third class of strong verbs modify the root vowel and drop the ending —*en*, though in old English they had it.

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\* Originally ended in —*en*; *stricken* is also used. *Shrunken* is used as an adjective.

PRESENT	PAST.	PERFECT PARTICIPLE.
awake	awoke*	awoke*
abide	abode	abode
begin	began	begun
behold	beheld	beheld
bind	bound	bound
come	came	come
cling	clung	clung
dig	dug	dug
fight	fought	fought
find	found	found
fling	flung	flung
grind	ground	ground
hang	hung	hung
shine	shone	shone
ring	rang	rung
run	ran	run
shoot	shot	shot
sing	sang	sung
sit	sat	sat
slide	slid	slid or slidden
sling	slung	slung
slink	slunk	slunk
spin	spun or span	spun
spring	sprang	sprung
spit	spat	spit or spat
stand	stood	stood
stick	stuck	stuck
string	strung	strung
swim	swain or swum	swum
swing	swung	swung
win	won	won
wind	wound	wound
wring	wrung	wrung

CAUTION.—Many vulgarisms arise in the use of the past tense and perfect participle of verbs. In, “I *done* my exercise ;” “done” is the perfect participle. Use the past tense, “did.” “She has *went* to school ;” “went” should be “gone,” perfect participle. “Went” is a past tense, and “has went” can form no part of the verb ; “has gone” forms the present perfect.

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\* Also *Awaked*.

## EXERCISE XXVI.

(a) Correct the following sentences :

He has wrote his c<sup>o</sup>py. His resolution was too strong to be shook by slight opposition. She was showed into the drawing-room. His fits have broke his health. I seen him when he done it. The school has began. He has bade me do it. The wind blowed away my hat. You might have chose something better. John has came to the city. Who done that? Some drunk too much. You have drove this horse too much. Some misfortune has befall him. The river has overflown its banks. He must have went away. We done our best. I knew you would lay down on the sofa. My father has laid down on the bed. The bell has rang for an hour. I seen him go away. She has sang a sweet song. He might have smote him, as he laid asleep. The women spinned all day. Who has stole the bird's eggs? He slunged a stone into the river. I have never swam in the lake. After the letter was wrote, he throwed it into the fire.

(b) Parse fully the nouns, pronouns, adjectives and verbs in the corrected sentences.

(c) Take up the adverbs, prepositions, and conjunctions as before.

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## LESSON XXVII

## WEAK VERBS.

166. **Weak (New or Regular Verbs)** are those which once formed their past tense in, —de. This afterwards became,—d or—t. These verbs may be divided into *two* main classes :

(1) Those which still retain,—d or—t in the past tense and perfect participle. (2) Those which have lost the endings d, or t.

(1) The general process has been to modify the root, vowel and add d, or t.

PRESENT.	PAST.	PERFECT PARTICIPLE.
bereave	bereft	bereft
beseech	besought	besought
bring	brought	brought
buy	bought	bought
catch	caught	caught

PRES.ENT.	PAST.	PERFECT P. TICIPLE.
creep	crept	crept
deal	dealt	dealt
dream	dreamt *	dreamt*
feel	felt	felt
flee	fled	fled
hear	heard	heard
keep	kept	kept
kneel	knelt	knelt
leave	left	left
lose	lost	lost
mean	meant	meant
sell	sold	sold
seek	sought	sought
sleep	slept	slept
sweep	swept	swept
teach	taught	taught
think	thought	thought
tell	told	told
weep	wept	wept
shoe	shod	shod

(2) The second class of weak verbs includes those verbs which have dropped,—*d* or—*t*, with or without a change in the vowel. The final *d* is changed into *t*. This was caused from the difficulty of pronouncing *d* after *l*, *n*, or *r*: as, *bended*, once *bendde*, then *bendd* then *bent*.

PRES.ENT.	PAST.	(a)	PERFECT P. TICIPLE.
bend	bent		bent
bleed	bled		bled
blend	blent		blent
breed	bred		bred
build	built		built
feed	fed		fed
gild	gilt*		gilt*
lead	led		led
lend	lent		lent
light	lit		lit
meet	met		met
rend	rent		rent
send	sent		sent
speed	sped		sped
spend	spent		spent
[wend]	went		went

\* Also, *dreamed*; *gilded*.

(b)

PRESENT.	PAST.	PERFECT PARTICIPLE.
cast	cast	cast
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
knit	knit	knit
put	put	put
rid	rid	rid
set	set	set
shed	shed	shed
shred	shred	shred
shut	shut	shut
slit	slit	slit
split	split	split
spread	spread	spread
thrust	thrust	thrust

(3) Verbs which have the past tense formed by—*d*, but preserve the strong form in the perfect participle: The perfect participles marked \* are generally used as adjectives.

PRESENT.	PAST.	PERFECT PARTICIPLES.
go	—	gone
engrave	engraved	engraved or engraven*
help	helped	helped or holpen
hew	hewed	hewed or hewn*
load	loaded	loaded or laden*
melt	melted	melted or molten*
mow	mowed	mowed or mown*
rive	rived	rived or riven*
saw	sawed	sawed or sawn*
shape	shaped	shaped or shapen*
shave	shaved	shaved or shaven*
shear	sheared	sheared or shorn*
show	showed	showed or shown
sow	sowed	sowed or sown*
strew	strewed	{ strewed, strewn or strown
swell	swelled	swelled or swollen*
wash	washed	washed or washen*
wax	waxed	waxed or waxen*

## (4) Verbs not belonging to the preceding classes.

PRESENT.	PAST.	PERFECT PARTICIPLE.
can	could	—
clothe	clad	clad
may	might	—
owe	ought	—
shall	should	—
lay	laid	laid
say	said	said
will	would	—
work	wrought or worked	wrought or worked
dare	durst	dared
have	had	had
make	made	made

## EXERCISE XXVII.

(a) Correct the following :

He clumb up the side of the hill. You have hurted your-self. Some horses are shoed every month. I have teached my boy to read. I heared you laugh. He dove into the river. My father laid down on the sofa. I am distrest with grief. He has thrusted his hand into the fire.

(b) Parse fully the nouns, pronouns, adjectives, and verbs in the corrected sentences.

(c) Treat the adverbs, conjunctions, and prepositions as before.

(d) Write the comparative and superlative of *good*, *evil*, *little*, *much*, *many*, *old*, *pretty*, *learned*, *handsome*, *beautiful*.

(e) Write down the singular and the plural possessive of *woman*, *hero*, *monarch*, *thief*, *chief*, *attorney*, *brother*.

(f) Arrange the nouns in the following into two lists : (1) masculine, and (2) feminine. Give the feminine gender of the nouns in the masculine, and the masculine gender of the nouns in the feminine : *emperor*, *heroine*, *ewe*, *fox*, *Joseph*, *sister*, *lass*, *emperor*, *peeress*, *duke*, *songster*, *bride*, *heir*, *gander*.

## LESSON XXVIII

## THE ADVERB.

167. Adverbs have been divided (§ 32) according to their meaning, into adverbs of, (a) *place*, (b) *time*, (c) *degree*, (d) *affirmation or negation*, (e) *manner or quality*, (f) *cause or effect*.

Another way of dividing them is according to their functions in a sentence. Most adverbs express in themselves a complete meaning, and are hence called *simple* adverbs: as, “he came *yesterday*,” “he came *here*,” “she was *greatly* delighted.” Other adverbs have a *connective* force and have no meaning in themselves, but refer to some adjoining clause for a meaning: as, *when*, *while*, *where*, *whither*, *whence*, *why*, *wherefore*, *than*, *as*. These stand in the same relation to other adverbs as the relative pronoun does to the noun. When we say, “he went away *now*,” we express complete sense; but when we say, “he went away *while*,” the sense is incomplete. We must supply some words, as, “he went away *while I was speaking*,” to complete the sense.

Adverbs are inflected to express degrees of comparison.

168. Some take—*er*,—*est*: as, *soon*, *sooner*, *soonest*; *often*, *oftener*, *oftenest*. Most adverbs are compared by *more* and *most*: as, *sweetly*, *more sweetly* *most sweetly*.

A few adverbs are compared irregularly:—

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
well	better	best
badly, ill	worse	worst
much	more	most
little	less	least
far	farther	farthest
forth	further	furthest
nigh, near	nearer	nearest
late	later	latest

169. Adverbs of *manner* and *sequence* are usually formed by adding—*ly* to the adjectives from which they are derived: as, *badly* from *bad*; *thirdly* from *third*. If the adjective ends in—*y*, not preceded by a vowel, change—*y* into *ily*: as, *pretty*, *prettily*; *hosty*, *hostily*.

Adjectives ending in—*le*, change—*e* into *y*: as, *able*, *ably*; *single*, *singly*.

170. Any word, though it may appear as some other part of speech, may become an adverb, if it modifies a verb, an adjective, or another adverb: as, “he came *yesterday*,” (adverb) “*yesterday* (noun) is past:” “he talks *loud*,” (adverb); “*loud* (adjective) talking is not permitted in school:” “the water is *boiling* (adverb) hot;” “the water *boiling* (participle) on the stove was upset.”

171. Adverbs in the predicate must be carefully distinguished from adjectives. The only test is, to find out to what the word in question limits. If it limits a noun or pronoun, it is an adjective; if, a verb, an adjective, or an adverb, it is an adverb. When we say, “he arrived *safe*,” “he stood *firm*,” “he remained *silent*,” “it appears *clear*,” the words *safe*, *firm*, *silent*, *clear* are adjectives completing the meaning of the predicate. In such sentences as, “we feel *warm*,” “we feel *warmly*,” the meaning is respectively, “we feel ourselves to be warm,” “our feeling is a warm one.” In, “he looks *well*,” *well* may be an adjective, then the meaning is, “he looks in good health;” or an adverb, in which case the meaning is, “he is good looking.” *The* is an adverb before comparatives: as, “*the more the merrier*.”

172. Any set of words expressing the relations of an adverb is called an adverbial phrase: as, “he fires *at random*,” “they work *in vain* ;” “*by and by* I shall see you ;” “it is *all over* with you ;” “he talks *for ever*.”

## \* EXERCISE XXVIII.

(a) Parse fully the *nouns*, *pronouns*, *adjectives*, *verbs*, and *adverbs* in the following sentences :

She went splash through the mud. Columbus sailed west with three ships. He had money enough. He never thought of a hereafter. Enough is sufficient. To-morrow is yet in the future. Early rising is often beneficial. He will be here to-morrow. He arrived too late for the train. He came from the west last night.

(b) Correct any mistakes in the following :

The sun looked brightly. Your flute sounds sweetly. How awkward he behaved. He spoke slower than I thought he would. He thinks too high of himself.

\* In parsing an adverb tell the kind, *i. e.*, whether it is an adverb of *time*, *place*, *etc.*; also tell the word it modifies and compare it, if it admits of comparison.

## LESSON XXIX

## THE PREPOSITION.

173. Many words classed as prepositions (§ 34) are often other parts of speech. In classifying a word, the pupil must be guided by finding out its duty in the sentence. Nearly all the prepositions may be used as adverbs. In that case, they have no object. In the sentences, "go *in*," "he went *through*," "he moved *down*," "I have not seen him *since*," "he passes *by*," "I have *but* three," *i. e.*, *only* three, the words, *in*, *through*, *down*, *since*, *by*, *but*, are adverbs. But in the sentences, "he is *in* the house," "he went *through* the gate," "he moved *down* the street," "I have not seen him *since* yesterday," "he passes *by* the door," "none *but* members are admitted," *i. e.*, *except* members, the same words are prepositions.

174. Again, the same word may be a preposition

and a conjunction. In "we took him *for* his brother," "he came *since* my arrival," "all is lost *but* (=except) honor," the words *for*, *since*, *but* are prepositions; but in, "oil is lighter than water, *for* it floats on water," "*since* you suspect me, I have nothing to say," "all the men were lost, *but* the women were saved," then, *since*, *for*, *but* are conjunctions. *Notwithstanding*, *since*, *except* are prepositions when followed by a noun or pronoun which is not the subject of a verb; in other cases they are conjunctions.

175. Two prepositions are sometimes used to express a compound relation. In parsing, it is better to take them together and call them a **complex preposition**: as, "the mouse ran out *from under* the door," "he stood *over against* the house." We have, as in the case of the adverb, prepositional phrases: as, *according to*, *along with*, *on account of*, *because of*, *in behalf of*, *by means of*, *instead of*, &c. Such phrases may be parsed as prepositional phrases.

### EXERCISE XXIX.

(a) Parse fully all the *nouns*, *pronouns*, *adjectives*, *verbs*, and *prepositions* in the following sentences:

Now fades the glimmering landscape on the sight. We feel greatly obliged to the Editor of the *Tribune* for making this gentleman known to us. By our swords we gained these lands which have afforded us a home. He was slain by Lady Macbeth with a dagger. A sumptuous feast was provided for us, to which we at once sat down. Near the shore an old white church once stood. I saw the man fling the stone over the fence.

(b) Compare all the adjective and adverbs, admitting of comparison, in the sentences above.

## LESSON XXX

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### THE CONJUNCTON.

176. Conjunctions are divided into **Cco-ordinate** and **Subordinate**.

Co-ordinate Conjunctions connect independent assertions.

The Co-ordinate Conjunctions are : *and, either, or, but, neither, nor, whether, both.*

*And* is the only conjunction that couples words : as in, “he goes between you and me,” “he walks to and fro :” “two and two are four.”

177. Subordinate Conjunctions connect a dependent with an independent assertion, or dependent assertions : as, “I know that man, *though* I have seen him but once :” “I saw *that* you were there *while* I was playing.”

The Subordinate Conjunctions are : *that, as, if, though, although, except, ere, before, for, until, till, because, while, now, since, without.*

(a) Many of these conjunctions were once used with *that* after them, and were regarded as prepositions. This was the case with *except, ere, before, till, until, since, after* : as, “after that I was turned, I repented ;” “since that you told me so, I believe it.” *That* in time was dropped and the words ceased to be regarded as prepositions. So also we find *that* once used after *because, while, now*. *Because* stood for *by the cause that* *while*, for the *while* (*i. e. time*) *that*, the clause introduced by *that* being in opposition to the words *cause* and *while*. *Now* is an adverb only when it relates to *time* : otherwise it is a conjunction. *Without* and *except* when they are equivalent to *unless* are conjunctions.

(b) The words *when, where, whence, wherefore, therefore, yet, still, thence, likewise, also, accordingly*, are adverbs, not conjunctions. *When, where, whence*, are called relative or interrogative adverbs. The antecedent is often omitted : as,

"I came [then], *when I was ready* :" "John *is* [there], *where you are* :" "I know not [the place] *whence* (=from which) he came."

(c) *Than* is always an adverb, never a conjunction. *Than* is another form of *then*. "The boy is taller *than* his father" is another way of saying, "When his father is tall, *then* the boy is taller."

(d) *As* is a conjunction when it gives a reason : as, "*as* you are at leisure, you may take a walk." After *same*, and *such*, *as* is a relative pronoun. I such sentences as, "he is *as* good *as* his brother :" "he is not so well *as* he was yesterday," *as* is an adverb of comparison.

### EXERCISE XXX.

Parse fully the words in the following sentences :

Both he and his brother were good scholars ; for both were regular in their attendance and diligent in their studies. I went without. I left without you. I shall not go without you go. As I heard him speak to-day, I have no desire to hear him again. As I looked on the man, mingled feelings came to my mind. He is *as* good *as* his brother. The fruit is not *such* as it was last year. There is but little encouragement for painting in a new country. Either of the boys is good. He saw either James or his brother ; but I saw neither. He says that that boy that stands head of his class is a good scholar. They help such as need help.

## LESSON XXXI

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### SYNTAX.

178. **Syntax** treats of the nature and construction of sentences.

179. A sentence is a series of words so arranged as to make complete sense.

180. Sentences are divided into **simple**, **complex**, and **compound**.

181. A **simple** sentence contains *one* subject and *one* predicate : as, "the sun warms." These may be modified, as will be seen afterwards.

182. A **complex** sentence is one which, besides a principal subject and predicate, contains one or more subordinate propositions, which have subjects and predicates of their own : as, "this event *happened*, as it *was foretold*."

183. A **compound** sentence is one which contains two or more co-ordinate propositions, joined by co-ordinate conjunctions : as, "he is happy, but I am wretched."

Sentences are also classified as to the *form* they take :—

(a) The **Declarative** sentence makes an affirmation or denial : as, "the sun has risen ;" "gold is not light."

(b) The **Interrogative** sentence asks a question : as, "who will do this?" "can you do this?"

(c) The **Imperative** sentence gives a command, direction, or entreaty : as, "do this ;" "turn this way ;" "spare his life."

(d) The **Exclamatory** sentence expresses a sudden emotion : as, "how beautiful the flower is!"

184. **Analysis** is the process of resolving a sentence into its simple parts.

### Elements of a Sentence.

185. Every sentence must contain a **subject** and a **predicate**.

186. The **subject** names that of which something is asserted or declared : as, "the *fire* burns;" "*he* runs;" "*fishes* swim."

The **predicate** is that which is asserted or declared of the subject : as, "birds *fly*;" "eagles *soar*;" "reptiles *creep*."

187. Besides these two *essential* elements, a sentence often contains the *subordinate* elements : object, adjective elements, and adverb elements.

### Subject of a Sentence.

188. If the sentence is *declarative*, the word answering to the question asked by putting "who" or "what" before the verb is the **subject** : as, "the boy sleeps." Ask, "who sleeps?" Answer, "boy," subject.

189. The subject of a sentence may be :

- (a) A noun : as, "*Carlyle* wrote many essays."
- (b) A pronoun : as, "*he* was a Scotchman."
- (c) An adjective used as a noun : as, "the *rich* should care for the *poor*."
- (d) A verbal noun : as, "*reading* is pleasant."
- (e) An infinitive : as, "*to play* is pleasant."
- (f) A quotation : as, "'*know thyself*' was a favourite maxim of his."
- (g) A proposition : as, "*that he was guilty*, was clear from the evidence."

### The Predicate.

190. The predicate may be a *single* finite verb, in which case the predicate is called simple : as, "the sky *brightens*;" "he *sleeps*."

<sup>1</sup> A *Proposition* is the statement of a fact by means of one subject and one predicate.

This part will not be understood till the pupil has considered complex sentences.

191. Many verbs (called verbs of **incomplete predication**) do not convey a complete sense by themselves, but require some word or words joined to them to make their meaning complete : as, "the sky *grows dark* : "he *seemed a giant*." In these sentences, the sense would be incomplete if we omitted *dark* and *a giant*. The verb *to be* is a type of verbs of incomplete predication<sup>1</sup>. In these sentences, "Pitt was a statesman" (noun); "the sky is blue" (adjective); "he can sing" (verb) ; the predicate is completed by a noun, an adjective and a verb. The verbs of incomplete predication are the *intransitive* verbs, *become*, *grow*, *fall*, *live*, *die*, *seem*, *appear*; and (2) the *transitive* verbs, *can*, *do*, *shall*, *will*, *make*, *call*, *appoint*, *elect*, *choose*, &c. The *noun*, *adjective*, or *verb* in the predicate that helps to complete the notion of the verb, forms with the verb the predicate : as, "he *became king*," "the people *elected him president*: "the officer *struck a man dead*." In these sentences the predicates are : *elected president*, *struck dead*. This will be seen if we change the sentences to the passive : "he *was elected president* by the people," "the man *was struck dead* by the officer." In sentences of this kind, we can often use a single verb as a substitute for the verb and adjective in the predicate : as, "he *made the stick straight*;" "he *straightened the stick*." As "*straightened*" is the predicate of the one sentence, so "*made straight*" is the predicate of the other.

### The Object.

192. The word added to a transitive verb to signify the person or thing affected by the action indicated by the verb is called the <sup>2</sup>*direct object* of a verb, or simply the *object*.

193. The best way to find the *object* of a verb, is to ask the question "*whom?*" or "*what?*" after the verb :

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<sup>1</sup> The verb *to be* is generally a mere *link* or *copula* connecting the subject and the noun or adjective in the predicate. It is then a verb of incomplete predication. When it has the meaning of *existence*, as, "God is" i. e. "exists," it is then a verb of *complete* predication.

<sup>2</sup> We shall explain afterwards the difference between the *direct* and the *indirect* object.

the word answering the question will be the *object* : as, "he likes playing." Ask : "he likes *what*?" Answer : "playing :" object.

The object, like the subject, may be :

- (a) A noun : as, "Carlyle wrote many *essays*."
- (b) A pronoun : as, "she loves *him*."
- (c) An adjective used as a noun : as "he praises the *good*."
- (d) A verbal noun : as, "he loves *reading*."
- (e) A verb in the infinitive mood : as, "he loves *to read*."
- (f) A quotation : as, "always remember, '*know thyself*!'"
- (g) A <sup>1</sup>proposition : as, "I saw that he was mistaken."

### EXERCISE XXXI.

(a) Point out (1) the *subject* ; (2) the *object* ; (3) the *predicate*, in each of the following sentences :

Boys should study their lessons. They chose him king. He was struck dead. Columbus discovered America. Men elected him chairman. He was appointed leader. To be a good scholar requires time. Punctuality is a good trait.

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## LESSON XXXII

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### ADJECTIVE ELEMENTS—ADJUNCTS OF THE SUBJECT OR OBJECT.

194. An adjective has been defined as a word that qualifies or limits a noun. When the adjective is added immediately before or after the noun to describe it, as, "a *wise* man," "the man *weary* with toil," the adjective is said to be used *attributively*. In such a case, we make the adjective a part of the description of the person about whom we are speaking. When we *assert* a quality, the adjective is said to be used *predicatively* : as, "the man is *wise*."

195. Any word or words which stand in the

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<sup>1</sup> This will be better understood when we treat of complex sentences.

*attributive* relation to the subject, or to the object of a sentence is called an **attributive adjunct**.

An attributive adjunct may be :

- (a) An adjective : as, “*wise man*.”
- (b) A participle, with or without adjuncts of its own : “*a man possessing wisdom*.”
- (c) A noun in apposition : as, “*John, the king*.”
- (d) A noun in the possessive case : as, “*man's wealth*.”
- (e) A prepositional<sup>1</sup> phrase : as, “*a man of wisdom*;” “*the love of gain*.”
- (f) A verb in the infinitive : as, “*mistakes to be avoided*.”
- (g) An adjective proposition : as, “*a man who possesses wisdom*.”

## ADVERBIAL ELEMENTS—ADJUNCTS OF THE PREDICATE.

196. One of the functions of an adverb is to qualify or limit the meaning of a verb. Any word or phrase that can express a relation of *time*, *place*, *degree*, *cause*, *manner*, &c., joined to a predicate, is said to be an *adverbial adjunct* of the predicate. The predicate may have as an adjunct :

- (a) An adverb, or adverbial proposition : as, “*he rose early*,” “*he came when I was going away*.”
- (b) A noun (generally limited by an adjective) expressing *time when*, a *measure of space or time*, or *direction* : as, “*he slept all day*,” “*he came last night*,” “*he went north*.”
- (c) An indirect object : as, “*give me the daggers* :” “*lend me some money*.”
- (d) A noun (or pronoun) preceded by a preposition connected with the predicate : as, “*he did this of necessity*.”

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<sup>1</sup> A *phrase* is a group of words without subject or predicate of its own, which may stand in the relation of an adjective, or an adverb, or a noun.

(e) A noun (or pronoun) in the nominative absolute, with or without the participle expressed : as, "the sun having risen, we started ;" "he went away, staff in hand," i. e., "staff (being) in hand."

(f) A cognate object : as, "he died a peaceful death."

(g) A gerundial infinitive : as, "he tries to do right," "he went to bring the book."

### SIMPLE SENTENCES—EXAMPLES OF ANALYSIS.

197. For the sake of convenience, arrange the different elements of a simple sentence thus :

Subject | Adjuncts of Subject || Predicate | Object | Adjuncts of Object | Adjuncts of Predicate.

- (1) The hardy Laplander, clad in skins, boldly defies the severity of his northern climate.
- (2) Night, sable goddess, from her ebon throne  
In rayless majesty, now stretches forth  
Her leaden sceptre, o'er a slumbering world.
- (3) <sup>2</sup> There is a pleasure in the pathless woods.
- (4) He gave me a letter to read.
- (5) The king having been exiled, they chose Brutus consul.
- (6) <sup>2</sup> Oh ! I see the man.

<sup>1</sup> The objects of a verb may be (1) direct : (2) indirect : (3) cognate. The direct object is the word on which the action of a transitive verb terminates. The indirect object generally expresses the relations signified by *to* or *for*, as the possessive case expresses that signified by *of* : as, "I sent the book to my friend" (indirect) ; "he made a coat for the man" (indirect) : "they paid the wages to the man" (indirect). We may also say, "I sent my friend the book;" "he made the man a coat;" "they paid the man his wages." The words *friend*, *man*, are still indirect objects. A cognate object is used after some intransitive verbs : as, "he runs a race," "he slept a sleep," "he danced a reel," "he fought a battle." The word *cognate* means allied, or related, the object being related to the meaning of the verb.

<sup>2</sup> Notice that *there* is an expletive, simply introducing the sentence and without meaning. So also when we find *it* standing for a noun proposition, it also is an expletive : as in, "it is said that he did not come." In analyzing, the subject of *is said*, is, "that he did not come." Words used like *there*, *it*, in such sentences, and words in the nominative address and all interjections, are called *independent elements*.

## 198. EXAMPLES OF SIMPLE SENTENCES.

SUBJECT.	ADJUNCTS OF SUBJECT.	PREDICATE.	OBJECT.	ADJUNCTS OF OBJECT.	ADJUNCTS OF PREDICATE.
(1) Laplander	(a) the (b) hardy (c) clad in skins	defies	severity	(a) the (b) of his northern climate	boldly
(2) night	sable goddess ( <i>apposition</i> )	stretches	sceptre	(a) her (b) leaden	(a) o'er a slumbering world (b) from her ebon throne (c) in rayless majesty (d) now
(3) pleasure	a	is <sup>1</sup>			in the pathless woods
(4) He		gave	book		me ( <i>indirect object</i> )
(5) they		chose consul	Brutus		the king having been exiled ( <i>nominative absolute</i> )
(6) I		see	man	the	

<sup>1</sup> Is is here a verb of complete predication, meaning exists

## EXERCISE XXXII.

(1) Parse and analyze the following sentences :—

The master gave his scholars a lesson on geography. The swift-winged swallows twittered in their nests built under the eaves of the old barn. The moon threw its silvery light upon the rippling waters of the lake. Hope springs eternal in the human breast. A single victim could not satisfy his malice. This seeming affront sat deep on his mind. His verses possess all the property of extemporaneous eloquence. Cicero, the greatest orator among the Romans, was foully murdered by the soldiers of Marc Antony.

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## LESSON XXXIII

## GRAMMATICAL ORDER OF WORDS.

199. The grammatical order is the arrangement we naturally follow in speaking or writing : viz. : (1) the subject with its adjuncts ; (2) the predicate ; (3) the object with its adjuncts ; and (4) adverbial adjuncts of the predicate. When the words in a sentence are in this order, the order is said to be *direct*. When the words in a sentence violate this order, the order is said to be *inverted*. In analyzing a sentence, it is necessary to reduce it to the *direct* order, if the sentence is *inverted*.

200. Direct Order : "The glimmering landscape now fades on the sight," or "The glimmering landscape fades on the sight now."

201. Inverted Order : "Now fades the glimmering landscape on the sight."

(a) In the case of an **interrogative** sentence the order is usually *inverted*. The grammatical order may be found in such a sentence by changing the *interrogative* to the *declarative* form : as, "did he go there?" (*interrogative*) : "he did go there," *declarative*. When

we employ interrogative words as *who?* *what?* *which?* *when?* &c., as, for example, “*who* is here?” “*when* did he arrive?” “*where* is he going?” the answers to such questions give the corresponding declarative sentences. If we say, “*John* is here :” “he arrived *yesterday* ;” “he is going to *Toronto*,” then whatever relation in the declarative sentence the words *John*, *yesterday*, *to Toronto*, answering the questions have, the words *who*, *when*, *where*, asking the questions have the same relations in the interrogative sentence.

202. In **Imperative** Sentences the subject is always *thou*, *you* or *ye*. When the sentence is **exclamatory**, change it to the declarative form and the grammatical order will be evident: as, “how wonderful are the works of the Lord” (*exclamatory*): “the works of the Lord are wonderful,” (*declarative*).

#### \* EXERCISE XXXIII.

(a) Change the following declarative sentences into (1) interrogative : (2) exclamatory sentences.

Wheat is produced abundantly in Ontario. In the heat of summer, a shower is refreshing to the whole vegetable creation. Death will come soon to all. The Americans have made many important discoveries. Africa has produced few great men. Fine silks come from France. Alfred the Great did much to elevate the English. Venice has lost much of her naval power since the discovery of America.

(b) Change the following sentences from the *inverted* to the *direct* order :

“And there lay the steed with his nostril all wide,  
And through it there rolled not the breath of his pride.”—*Byron*.

“‘Twas in autumn, and stormy and dark was the night,  
And fast were the windows and door.”—*Southey*.

Down poured the rain all night long. Of ancient mariners, the most expert were the Carthaginians. Than virtue, nothing is lovelier. The largest river in Russia is the Volga.

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\* EXAMPLE : Time is precious (declarative); is time precious? (interrogative): how precious is time exclamatory.

Slowly walked we through the garden gate. There on the wall hangs my father's picture.

(c) Analyze :

What cause witholds you then to mourn for him ? Vex not thou the poet's mind. Green be the turf above thee. When shall he come here ? Hand in hand, they went to school together. Shall Rome stand under one man's awe ?

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## LESSON XXXIV

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### SENTENCE-BUILDING.

#### Synthesis of Simple Sentences.

203. **Synthesis** is the process of forming a sentence out of several statements.

*N. B.*—In forming a simple sentence, the pupil must remember that there must be but *one* subject and *one* finite verb.

204. Use the following method in doing the exercise :—

(a) Write down the *subject* on a line by itself ; (b) write down the *predicate* on a line by itself ; (c) if the verb has an object, write down the object on a line by itself ; (e) write down the *adjuncts of the subject* on the same line as the subject; *those of the object* on the same line as the object ; (e) write each *adjunct of the predicate* on a line by itself. Then combine all into one statement.

**EXAMPLE.**—Wellington gained a victory. Wellington was commander-in-chief of the British army. The victory was a decisive one. It was gained over the French. The battle was fought at Waterloo. Waterloo is in Belgium. This took place in 1815.

(a) Subject : Wellington : commander-in-chief of the British army (*adjunct of subject*).

(b) Predicate : gained.

(c) Object : victory—a decisive (*adjunct of object*).

(d) Adjuncts of Predicate: (1) over the French; (2) at Waterloo; (3) in Belgium; (4) in 1815.

**Caution.**—When there are several extensions, avoid crowding them together at the close of a sentence.

**SIMPLE SENTENCE.**—In 1815, Wellington, the commander-in-chief of the British army, gained a decisive victory over the French at Waterloo, in Belgium.

#### EXERCISE XXXIV.

Combine the statements in each set of the following into simple sentences:

(a) A balloon is a bag. It is a thin bag. It is a light bag. It is made of varnished silk. It is generally shaped like a globe. It is filled with a light gas.

(b) Alfred the Great was King of England. He disguised himself. He gained access to the camp of the Danes. The Danes were a seafaring nation. They lived by plunder.

(c) Charles XII. of Sweden was defeated. He was defeated at Pultowa. It was by Peter the Great that he was defeated. Peter the Great was Czar of Russia.

(d) Robert the Bruce was King of Scotland. He fought the battle of Bannockburn. This battle was fought in 1314.

(e) Montreal is a large city. It is a commercial city. It is situated at the head of ocean navigation. It is situated on the St. Lawrence.

(f) John signed a document. The document that he signed was called Magna Charta. John was King of England. John was afraid of the barons. He did not care about liberty. He signed the document at Runymede. Runymede is on the river Thames. Runymede is near Windsor.

(g) The boy wrote a letter. He was a good boy. He wrote a long letter. He wrote to his father. He wrote from school. He wrote the letter on his birthday. He wrote it early in the morning. He wrote it early before breakfast.

(h) The boy came. The boy was pretty. He was little. He was blue-eyed. He had rosy-cheeks. He was a young boy. He came to his mother. He had a rabbit. The rabbit was white. The boy carried the rabbit in his pinafore.

## LESSON XXXV

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### ANALYSIS OF COMPLEX SENTENCES.

205. A **proposition** is a statement of a single fact by means of *one subject* and *one predicate*.

206. **Propositions** are either (1) **Principal**, containing the leading assertion or assertions of a sentence ; (2) **Subordinate**, containing a dependent assertion, or the dependent assertions of a sentence. The **subject** or **predicate** has the name principal or subordinate, according as it is in a principal or subordinate proposition.

207. A **complex sentence** is one which, besides a principal subject and predicate, contains one or more subordinate propositions, which have subjects and predicates of their own : as, "*I saw him* (principal proposition) *when he alighted from the cab*" (subordinate proposition).

208. The **principal proposition** of a complex sentence is analyzed in the same way as a simple sentence, the subordinate proportions being treated as nouns, adjectives, or adverbs.

#### Noun Proposition.

209. The **subordinate propositions** of a complex sentence are of *three* kinds, and are named according to the functions they perform in a sentence : the **noun proposition**, the **adjective proposition**, and the **adverbial proposition**.

210. Any proposition which, in its relation to the rest of the sentence expresses the relation of the uninflected noun, is called a **noun proposition** : as, "*that he was good* was evident to all ;" "*I saw that the waters had risen*. The noun proposition is gener-

ally the expansion of a noun or noun-phrase. The sentences just given may be expressed by : “*his goodness was evident to all* ;” “*I saw the rise of the waters*.”

211. A noun proposition is used as :

- (a) The subject of a verb : as, “*what they say* is true.”
- (b) The object of a verb : as, “*I know what I shall do*.”
- (c) A predicate noun : as, “*he is precisely what he seems*.”
- (d) An appositive proposition : as, “*the fact that he is absent* does not alter the case.”
- (e) The object of a preposition : as, “*he fought with whatever weapons he had*.”
- (f) Sometimes directly after the verb where the noun would be used with a preposition : as, “*they insisted that we should remain*.” We should say, however, “*they insisted on our remaining*.”

212. Noun propositions are introduced generally by (a) *relative pronouns* or *adverbs* with the antecedent omitted<sup>1</sup> as, “*I saw who did this*,” “*I know where he is going*,” “*you know how he did this* : (b) *whether* expressing *doubt* or *choice* : as, “*I don't know whether he will do it* :” (c) *that*, or *lest* (=*that not*), as, “*it is evident that he was here*.” *That* is often omitted : as in, “*it is strange they are not here*.”

### Adjective Proposition.

213. Any proposition which in its relation to the rest of the sentence expresses the relation of an adjective, is called an **adjective proposition**.

214. The adjective proposition is introduced either

<sup>1</sup> Notice, if the antecedent were expressed, the clauses marked noun would become adjective: “*I saw the man who did it* :” “*I know the place where he was going* :” “*you know the way how he did this*.”

<sup>2</sup> *If* is somewhat improperly used instead of *whether* in such cases.

by a restrictive relative pronoun or adverb, with the antecedent of the pronoun or adverb expressed : as, "the exercise *which I have written* is here :" "the horse *that bore him* is black :" "the house *where (= in which) he dwells* :" "the reason *why (= for which) he is here* ;" "the time *when (= at which) he left*."

### Adverbial Propositions.

215. Any proposition which in its relation to the rest of the sentence, expresses the relation of an adverb, is called an **adverbial proposition**. Thus, we have adverbial prepositions :

(a) Of time : as, "*when he came* I went away."

(b) Of place : as, "*he lay where he fell*."

(c) Of manner, generally expressed by *as* : as, "*he does as he likes*."

(d) Of degree, generally introduced by *than*, *as*, *the* : as, "*he is taller than his brother* ;" "*he is as tall as his brother* ;" "*he is not so tall as his brother* ;" "*the more I learn the more I wish to learn*."

(e) Of cause : as, "*he came because he was called* ;" "*since you say so*, I believe it."

(f) Of result, or effect : as, "*he was so weak that he fell* ;" "*they shouted till they were hoarse*."

(g) Of condition, or concession : as, "*if you are honest, you will be respected* ;" "*he could not do it, though he tried hard*."

(h) Of end, or purpose : as, "*he died that we might live*."

216. In analyzing a complex sentence, there are *two* methods which may be adopted. (a) The sentence may be divided into *propositions*, the kind of each clause being specified. (b) It may be analyzed in exactly the same way as simple sentences, the principal proposition being divided into its elements, the subordinate

propositions forming an element ; then each subordinate proposition may be separately analyzed.

### 217. EXAMPLES :

- (1) He wants a man that will help him in his work.
- (2) Science teaches us why the fall of mercury portends rain.
- (3) At about half a mile's distance from our cabin, we heard the growlings of a bear, which at first startled us.
- (4) We must not think that the life of a man begins when he can feed himself.
- (5) There is no sadder spot than that little cemetery.
- (6) The sea is as deep as the mountains are high.

### 218. First method :

1. He wants a man (*principal proposition*).  
That will help him in his work (*adjective proposition to man.*)
2. Science teaches us (*principal proposition.*)  
Why the fall of mercury portends rain (*noun proposition object of teaches.*)
3. At about half a mile's distance from our cabin, we heard the groanings of a bear (*principal proposition*).  
Which at first startled us (*adjective proposition to groanings.*)
4. We must not think (*principal proposition.*)  
That the life of a man begins (*noun proposition object of think.*)  
When he can feed himself (*adverbial proposition to begins.*)
5. There is no sadder spot (*principal proposition.*)  
Than that little cemetery (*adverbial proposition of degree to sadder.*)
6. The sea is as deep (*principal proposition.*)  
As the mountains are high (*adverbial proposition to is deep.*)

## 219. Second Method.

O.	SENTENCE.	KIND OF PROPOSITION.	CONNECTIVE.	SUBJECT.	ADJUNCTS OF SUBJECT.	PREDICATE.	OBJECT.	ADJUNCTS OF OBJECT.	ADJUNCTS OF PREDICATE.
(a) He—man	Principal		He			wants	man	(1) a ; (2) that —work (sub. adj to. man)	in his work
1. (b) that—work	Subordinate adj. to <i>man</i>		that			will help	him		
(a) Science—us	Principal		science			teaches	why—rain (sub.noun obj. of <i>teaches</i> ) rain		us (indirect object) why
2. (b) why—rain	Subord. noun obj. of <i>teaches</i>		fall	(1) the (2) of the mercury		portends			
(a) At—bear	Principal		we			heard	groanings	(1) the ; (2) of a bear ; (3) which—us (sub. adj. to <i>groanings</i> )	at—cabin
3. (b) which—us	Subordinate adj. to <i>groanings</i>		which			startled	us		at first
(a) we—thlink	Principal		we			must think	that—himself (sub.noun obj. of <i>think</i> ) himself		not
(b) that feed	Subord. noun obj. of <i>think</i>		life			begins			when—himself (sub.adv. to <i>begin</i> )
(c) when—himself	Subord. adv. to <i>begin</i>		he			can feed			when
(a) There—spot	Principal		spot	(1) no ; (2) sadder					
5. (b) than—cemetery	Subord. adv. to <i>sadder</i>		cemetery	(1) that ; (2) little		is	[is]		than—cemetery (sub. adv. to <i>sadder</i> )
(a) The—deep	Principal		sea	the					than
6. (b) as—high	Subord. adv. to <i>deep</i>		mountains	the		is deep			as

## EXERCISE XXXV.

Parse and analyze the following sentences :

The prisoner declared that he was innocent. When the princess arose, a little girl presented her a beautiful bouquet of flowers. Fools rush in where angels fear to tread. When they came to countries where the inhabitants were cowardly, they took possession of the land. When the fit was on him, I did mark how he did shake. They never fail who die in a just cause. He may thank you for all that has happened. Since my country calls me, I obey. You see I am calm. See what a rent the envious Casca made.

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## LESSON XXXVI

## SYNTHESIS OF COMPLEX SENTENCES.

220. In combining statements into Complex Sentences, observe the following rules :

(a) Select the main statement.

(b) A noun proposition used as the subject generally stands before the verb ; when used as the object, it comes after the verb.

(c) An adjective proposition must follow the noun which it modifies.

(d) An adverbial proposition generally follows the word it modifies. To prevent, however, too many adverbial clauses coming together at the end of a sentence, adverbial propositions of *time*, *place*, *condition*, or *concession* often precede the word they modify.

(e) Unite the clauses by using the proper connective word.

(f) Above all, arrange the clauses so as to bring out exactly the sense to be conveyed.

## 221. EXAMPLE :

*Detached Statements* : Charlemagne was the most powerful Emperor of his age. Charlemagne added much to his glory by inviting learned men to his court.

*Combined* : Charlemagne who was the most powerful monarch of his age, added much to his glory by inviting learned men to his court.

## EXERCISE XXXVI.

Combine the statements in each of the following groups into a complex sentence:

(a) William I. sailed for England in 1066. He was after this named the Conqueror. Before this he was Duke of Normandy.

(b) Napoleon was Emperor of France. He resolved to invade Russia. He raised an army. The army numbered about half a million of men.

(c) The city of Rome is built on the Tiber. The city is about 16 miles from the sea.

(d) Cæsar might not have been assassinated. Suppose he had taken the advice of a friend. The friend advised him not to go to the senate. The friend advised him on the Ides of March.

(e) Black pepper grows on a vine. The vine resembles our grape vine. Black pepper is produced in Java. Java is an island in the Eastern Archipelago.

(f) The heat was so great. We were living in Italy. We were compelled to remain in a darkened room during several hours of the day.

(g) Tea was unknown in this country a few centuries ago. Tea is a plant grown in China. We could scarcely now dispense with it.

(h) The White Sea is so called on account of its color. The White Sea is on the north of Russia. The White Sea is generally frozen over.

## LESSON XXXVII

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### ANALYSIS OF COMPOUND SENTENCES.

222. A **Compound Sentence** is one which consists of two or more principal propositions connected by co-ordinate conjunctions: as, "the industrious father makes money, but the extravagant son spends it." Sometimes the co-ordinate conjunction is omitted. It often happens that one or both propositions of a compound sentence have dependent clauses attached to them. The sentence given above may be expressed thus: "the father who is industrious makes money, but the son who is extravagant spends it." These complex propositions, however, do not render the sentence complex. The co-ordinate propositions may be complex sentences.

**Compound sentences** are analyzed in the same way as simple sentences, or, when they have a complex proposition, as complex sentences.

### CONTRACTED SENTENCES.

223. If co-ordinate sentences have the same subject, the same predicate, the same object, the same adverbial adjuncts, it often happens that the portion which they have in common is expressed only once. The sentence is then said to be **contracted**: as, "frogs and seals live on land and in water." Here we have four co-ordinate sentences: "frogs live on land;" "frogs live in water;" "seals live on land;" "seals live in water." So also, "neither I nor you have seen that," is contracted for, "neither I have seen that, nor you have seen that." "He reads and writes well," is for, "he reads well, and he writes well." "James and I <sup>1</sup>were there," i. e., "James was there, and I was

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<sup>1</sup> In parsing, however, *were* agrees with *James* and *I*,

there." " Cæsar and Pompey were 'rivals,' *i. e.*, " Cæsar was a rival," and " Pompey was a rival."

### ELIPTICAL SENTENCES.

224. A sentence is said to be **eliptical** when some part essential to a complete construction is omitted for the sake of brevity : as, " he is taller than his brother [is tall] ;" " he is as high as you [are high] ;" " he has not walked so far as I have [walked far] ;" " he has shot more pigeons than you [have shot many pigeons] ;" " I would as soon die as [I would soon] suffer that ;" " he is better than his brother [is good] ;" " I am not so credulous as [I should be credulous] to believe that."

### EXERCISE XXXVII.

\* Analyze and parse the following sentences :

He had many relatives, but died without a friend. Men's evil manners live in brass ; their virtues we write in water. Charles had two brothers ; the one became a lawyer, the other who entered business, went to Manitoba. Henry the Fifth manifestly derived his courage from his piety, and was scrupulously careful not to ascribe his success to himself. When Sir Roger sees any one sleeping in church, he either awakes them himself, or sends his servant to them.

<sup>1</sup> *Rivals* is parsed as *plural*.

<sup>2</sup> Read the sentences omitting the words enclosed in [ ]. This gives the ordinary form. The words in [ ] must be supplied in analysis, to complete the construction.

<sup>3</sup> For further Exercises in parsing and analysis, the teacher is recommended to use a School Reader.

## LESSON XXXVIII

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### EXPANSION—CONTRACTION—DIRECT AND INDIRECT NARRATION.

225. A word or phrase of a simple sentence may be *expanded* into a subordinate or principal proposition. The original simple sentence may thus become complex or compound.

**Simple** : The sun having risen, we started on our journey.

**Complex** : When the sun had risen, we started on our journey.

**Compound** : The sun arose and we started on our journey.

226. On the other hand, a compound or complex sentence may be *contracted* into a simple one, or a compound sentence into a complex one.

**Compound** : The soldier returned from the war, and told of his exploits.

**Complex** : The soldier who returned from the war, told of his exploits.

**Simple** : The soldier having returned (or, on his return) from the war told of his exploits.

227. A sentence is said to be in **direct narration**, when the words of the speaker are given exactly as uttered by himself : as, "I know not," said he, "what is to done."

228. A sentence is said to be in **indirect narration**, when the words of the speaker are given as repeated by another : as, "he said that he did not know what was to be done."

The principal changes in passing from *direct* to *indirect narrative* are :

(a) The first and second persons are changed to the third, as above.

(b) The present tense is changed to the past : as, "knowledge," says he, "is useful;" "he said that knowledge was useful."

(c) If an imperative mood, or the interrogative form of the sentence occurs in the *direct*, it is necessary to change the language of the sentence : as, "send," said he to them, "ten men to me;" "he told them to send ten men to him;" "do you think so," said he; "he asked him if he thought so."

(d) The demonstrative *this* becomes *that*.

The converse of these principles holds good in changing *indirect* to *direct narration*.

### EXERCISE XXXVIII.

(a) *Expand* the following simple sentences into (1) Complex Sentences ; (2) Compound Sentences :

Socrates, the most eminent of Greek philosophers, was accused of impiety. Beaten in one attack, the soldiers quickly rallied on a hill overlooking the enemy's position. Having defeated the Romans at Cannae, a small village near the Adriatic Sea, Hannibal crossed the river with all his horse. On reaching the town, I soon met an old friend not seen for years. After the death of Alexander, his kingdom was divided among his four generals. The Danube rising in the Black Forest flows through Southern Germany. On the death of the king, the people were anxious to gain their liberty.

(b) *Contract* the following complex and compound sentences into simple ones :

When the mist cleared away, we discovered a small island which was covered with little bushes. It may be easily proved that the statement is false in every particular. He demonstrated that this assertion was true. When the general had gained possession of the hill, he ordered his men to pursue the enemy who were now hastily retreating. The Niagara River, on which are the celebrated Falls, flows from

Lake Erie to Lake Ontario. Though he made many unsuccessful attempts to gain the object of his ambition, he at last succeeded.

(c) Change the following sentences from *direct* to *indirect narration* :

"Our house," said he, "is newly built, and we are about to move into it." "Go," said the master to the boy, "and tell the caretaker to light the fire." "There is," said he, "a man who complains that he has been unjustly treated." "I suspect," said he, "that you are moved by the same things as I am." "Do you think," said he, "that he would have acted so, if he had known that you were honorable."

(d) Change the following sentences from the *indirect* to the *direct narrative* :—

Cæsar said that he would go to the senate house. The man said that he had built with his own hand the house in which he lived. The woman declared that she knew nothing of the child who was seen on the street. He replied that if money were given him, he would go away at once. They say that the most memorable day of the year was that day when he arrived home.

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## LESSON XXXIX

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### CONSTRUCTION OF SENTENCES—FALSE SYNTAX.

229. The construction of sentences includes the **Concord**, **Government**, and **Arrangement** of words.

230. **Concord** is the agreement which one word has with another in *gender*, *number*, *person*, or *case*.

231. **Government** is that power which one word has over another in determining its *mood*, *tense*, or *case*.

232. **Arrangement** is the assigning to each word its proper place in the sentence.

Any violation of these three leading principles is called *False Syntax*.

## RULES OF SYNTAX.

233. RULE I.—The subject of a verb should be in the **nominative** case. The nominative is then called the *subject* nominative.

INCORRECT : “ He can write better than *me*.”

CORRECT : “ He can write better than *I*.”

*Me*, the objective, should be changed to *I*, the nominative, because *I* is the subject of *can write* understood.

## EXERCISE XXXIX.

\* *Correct the syntax of the following sentences :—*

He is no mightier than thyself or me.—The whole need not a physician, but them that are sick.—Bears' are found in Canada.—Them that try, will succeed.—Him who honestly earns his bread by the sweat of his brow, all men respect ; but him, who is too proud to work, is esteemed by none.—Whom do you think came here ?—Which boy broke that window ? Not me, but him.—Whom do you imagine told me this ? Not her.—Is he older than her ?—Birds' nests are often found on trees.—We sorrow them as them that have no hope.—He will in no wise case out whomsoever will come unto him.—The man whom you thought was good, turns out to be a rascal.—She was neither better nor wiser than you or me.—He and her were at school to-day.

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\* In doing the exercises, the pupil should in all cases give reasons for the corrections. A caution is given here that in the sentences given sometimes two or more mistakes occur.

## LESSON XL

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### SYNTAX OF THE NOUN AND PRONOUN.

**234. RULE II.**—A noun standing by itself, and denoting the person, or persons addressed, is said to be in the **Nominative of Address**: as, “*Romans, countrymen, and lovers,* hear me for my cause.” The words, *Romans, countrymen, lovers* are **Nominatives of Address**.

**235. RULE III.**—When a participle forms with a noun (or pronoun) a phrase grammatically detached from the rest of the sentence, the noun (or pronoun) is said to be in the **Nominative Absolute**.

**INCORRECT :** Him having died, the estate was divided.

**CORRECT :** He having died, the estate was divided.

*Him*, the objective, should be changed to *he*, the nominative.

### EXERCISE XL.

(a) *Correct the syntax of the following sentences :—*

Her and her sister being acquaintances of mine, I shall introduce you with pleasure.—Him having been mentioned as a suitable person, should we not give him the position?—Thee guiding us, Spirit of Truth, we shall surmount all difficulties.—Us being absent, they did not enjoy themselves.—Us being interested, it is our duty to look after the property.—Him being in the wrong, I do not feel call upon to apologize.

(b) *Change the form of the following sentences by substituting for the subordinate proposition in each, a clause containing a nominative absolute and a participle :—*

Since you and I have agreed to this, I cannot see why he should interfere.—After the Romans were defeated, they retreated to that hill.—As she is a general favorite, there are few who do not miss her.—Since you said this, I will accept it as true.—When we arrived there, he appeared delighted.

## LESSON LXI

## SYNTAX OF THE NOUN AND PRONOUN.

236. RULE IV.—The object of a transitive verb or preposition is in the **objective** case : as, “ I sent *him* to the *store*.” *Him* is the object of the verb *sent* : *store*, the object of the preposition *to*.

(a) A preposition should not be used to govern the object of a transitive verb. “ He considered of his resolve ” should be, “ he considered his resolve.”

(b) Intransitive verbs should not be used with a direct object. “ Beware the dog ” should be, “ beware of the dog.”

(c) Such verbs as *call*, *name*, *appoint*, *make*, *elect*, *choose*, &c., take two objectives in the active voice : as, “ I called him Thomas ; ” “ they chose him king.” In these sentences, *him* is the direct object ; *Thomas* and *king* are *complementary objectives*.

(d) The verbs *teach*, *ask*, *beg*, *forgive*, and sometimes *banish*, *forbid* take two objects, one of the *person* (*indirect*), and the other of the *thing* (*direct*) ; as, “ the master taught him grammar ; ” “ he forgave him his debts,” “ he banished him the realm,” “ he forbids him admission.” In the passive voice, the personal object of the active becomes the subject of the passive, the other object being still retained : as, “ he was taught grammar by the master.”

## EXERCISE XLI.

*Correct the syntax of the following sentences :—*

He that promises too much, do not trust.—Let you and I go together.—Who did you meet ? He.—The master requested him and I to read more distinctly.—The enemies we have most to fear, are those of our own hearts.—Who did you see there ? She and her sister.—There is a quarrel between you and he.—They are the persons who we ought to respect.—They will not permit of any interference.—He laid the blame on somebody, I knew not who.—I look upon none with more contempt than they.—There is no nobler man than him.—Repenting him of his deed, he came and begged par-

don.—Come now, let us make a covenant, I and thou.—We tried to find out about his plans.—We have not many Carlyle's in these days.—He will meet you and I this evening.—It will be hard to say who he means to select.—The man wants for little.—Who should I meet but my old friend.—I do not recollect of any similar case.

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## LESSON LXII

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### SYNTAX OF THE NOUN AND PRONOUN.

**237. RULE V.**—The relative and interrogative pronouns **who** and **which** should come after the preposition governing them, and both pronoun and preposition should precede the verb : as, “*to whom* do you speak ?”

(a) The relative *that* is not subject to the rule above : as, “*there is the house that you were looking at*”

(b) A noun denoting *time, direction, extent, quantity, or value*, often stands in the objective without a preposition : as, “*he charged me ten cents a yard ;*” “*he walked a mile ;*” “*he went north ;*” “*a tree fifty feet high ;*” *he lived there ten years.*”

(c) The words *nigh, like (unlike), near (nearer, next, nearest)*, are followed by the objective case without a preposition : as, “*he is like him ;*” “*it is near her.*”

(d) Avoid using the same noun (or pronoun) as the object of an active verb or preposition, or of two prepositions separated by intervening words.

INCORRECT : “*I wrote to, and warned him.*”

CORRECT : “*I wrote to him and warned him.*”

INCORRECT : “*They were refused entrance into, and forcibly driven from, the house.*”

CORRECT : “*They were refused entrance into the house, and forcibly driven from it.*”

## EXERCISE XLII.

*Correct the syntax of the following sentences :—*

Who did you get that book from?—He is quite unacquainted with, and consequently cannot speak on, that subject.—Who did you receive that intelligence from?—Flattery can hurt none but those who it is agreeable to.—Who did you give it to?—Dig me a well of twenty feet deep.—He charged me twenty-five cents for a yard,—Who should I trust to, if not he who I have known for years.—This plant is a native of, and largely cultivated in, China.—Who is the book written by?—My son is going to be married I know not to who.—For three times the battle was renewed.—We must not only obey, but try to pay every attention to, those who we ought to respect.—Who did you speak to?—I wrote to, and cautioned, the captain.—This is a book which I am pleased with.

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## LESSON XLIII

## SYNTAX OF THE NOUN AND PRONOUN.

**238. RULE VI.**—Any noun (or pronoun) joined to a noun denoting the same person or thing, is in the same case: as, “Wolsey, the boy *bachelor* rose to be cardinal:” “Wolsey, the *cardinal's* career, ended miserably:” “Cromwell succeeded Wolsey, the *cardinal*.”

(a) The word *bachelor* is nominative, in apposition with *Wolsey*: *Cardinal's* is in the possessive, in apposition with *Wolsey*: *cardinal* is the objective, in apposition with *Wolsey*. Note that in the second example above, the possessive form is omitted in the leading noun *Wolsey*. The possessive sign is added to the noun nearest the noun modified, expressed, or understood: as, “He went to Smith, the bookseller's (shop).”

(b) A noun (or pronoun) may be used in apposition with a part of a sentence, or with a verb in the infinitive: as, “he gave me some money when I was in need—a *favour* I shall never forget:” “to be or not to be—that is the question.” Here *favour* is in apposition with the former part of the sentence: *that* is in apposition with “to be or not to be.”

(c) The pronouns *all*, *these*, *both* and *such* are put in apposition with more than one singular substranitive taken together : as, "the man, woman and child,—*all* were lost."

(d) The pronoun *each* is put in apposition with a plural noun or pronoun : as, "they *each* looked after himself." *Each other* is properly applied to two : *one another* to more than two. In, "they love *each other*," *each* is in apposition with *they* : *other* is the objective of the verb *loves* understood. The expression may be explained by an elipsis : "they love : each (loves the) other." So with *one another*.

(e) There is no apposition in the following cases, even though both words refer to the same thing :

(1) When one word is the subject, and the other the predicate nominative : as, "*he* is a good *man*."

(2) When *of* is introduced to govern the latter word : as, "the City of Toronto."

(3) In the case of a complex proper noun : "the Danube River," "the Ural Mountains." Both names should be parsed together.

(4) Between the relative and its antecedent. This will be taken up afterwards.

### EXERCISE XLIII.

*Correct the syntax of the following sentences :—*

Who wrote Jack's the Giant-killers wonderful exploits.—Have you read the poems of Byron, he who was so popular at the beginning of the present century.—That house is Smith, the baker.—Will you not honour me? I who have toiled for you.—Colonel Wood, he who commanded the regiment, I count among my friends.—He left my book at my brothers house, the lawyer's.—I like the generous man, he whose heart opens to the sorrows of his fellow man.—I speak of the poet, he who so much pleased us with his songs.—Please give that book to the boy, he who stands there.—That man has arrived, him who I mentioned before.

## LESSON XLIV

## SYNTAX OF THE NOUN AND PRONOUN.

239. RULE VII.—A noun (or pronoun) modifying a noun denoting a different person or thing is put in the **possessive** case: as, “*his hat* ;” “*eagle’s wings* ;” “*William’s book*.”

(a) The noun denoting the thing possessed is often omitted: as, “*we went to St. Paul’s*,” that is, “*we went to St. Paul’s church* ;” “*he went to Smith’s*,” that is, “*to Smith’s house*.”

(b) When *joint* possession is expressed, the last modifying noun has the possessive form: as, “*John, William, and Henry’s father*.” Here *John*, *William*, and *Henry* are brothers.

(c) When *separate* possession is expressed, each modifying noun has the possessive form: as, “*John’s, William’s, and Henry’s father*.” Here *John*, *William* and *Henry* have each a separate father.

(d) When two nouns are in apposition, or when a compound noun is used, the whole is regarded as a compound phrase, and the case ending is added to the word nearest the modified noun: as, “*John, the king’s reign* ;” “*king John’s reign* ;” “*the Mayor of Toronto’s residence* ;” “*Richard, the Lion-hearted’s career*.” It is better, however, to say, “*the residence of the Mayor of Toronto*,” “*the career of Richard, the Lion-hearted*.”

(e) If a description or several nouns are added to a proper noun, the proper noun take the possessive form: as, “*I got this at Smith’s, an old friend whom I have known for years*.”

(f) When each word is emphatic, the possessive form should be used in each case: as, “*I got this at Brown’s, the grocer’s*.”

(g) Avoid a procession of possessives: as, “*my uncle’s wife’s sister*.” “*Say, “the sister of my uncle’s wife.”*

(h) The possessive form is not always equivalent to *of* with the objective: as, *the Lord’s day is Sunday*; *the day of the Lord is the day of Judgment*; *a picture of the man is a likeness of him*; *the man’s picture* is one that he possesses.

(i) The possessive inflection is limited principally to nouns signifying persons, animals, and things personified. We say, "the march of intellect," not, "the intellect's march;" "the flower of the field," not "the field's flower."

(j) In some expressions of time we use the possessive inflection : as, "a six months' vacation ;" "a few hours' conversation."

(k) Avoid too much hissing sound by substituting *of* with the objective. Say, "the soldiers of Xerxes," not "Xerxes' soldiers ;" "for the sake of conscience," not "for conscience' sake."

#### EXERCISE XLIV.

*Correct the syntax of the following sentences :—*

Who was gunpowder's inventor.—Our minister's son's partner's brother-in-laws's store.—This book was printed at Copp's, Clark's & Co's.—The Thirty Years War was written by Schiller.—The river flows between my brother and father's farm.—Heat's laws have been investigated by Tyndall. I got this coat at Browns, the tailor, store.—That tenant of your's must have two months notice.—That picture of the emperor's is a very good likeness of him.—This is either a man or a woman's voice.—Member's of seven years standing will be admitted free.—Mens', ladies' and miss'es shoes are for sale.—William's and Mary's reign began in 1688.—The papers are at my cousins, the lawyer.—Mary's teacher's brother's child was taken sick to-day.—The press's liberty is one of our chief bulwarks.—Whose pen is this ? Mine's.—He emulated Cæsar, the greatest general of Rome's bravery.

## LESSON XLV

## SYNTAX OF THE NOUN AND PRONOUN.

240. RULE VIII.—A verb that has no object takes the same case <sup>1</sup> after it as before it, when both words refer to the same person or thing : as, “he was chosen president ;” “he became a powerful *king*.”

(a) This rule applies to such intransitive verbs as *be*, *become*, *turn out* and the transitive verbs (used in the passive voice) *make*, *call*, *name*, *choose*, *regard*, *elect*, &c.

INCORRECT : “Who do you suppose me to be.”

CORRECT : “Whom do you <sup>2</sup>suppose me to be.”

*Who* should be *whom* as it should agree with *me*, the grammatical order of the words being, “do you suppose me to be whom.”

INCORRECT : “Whom do you suppose that I am.”

CORRECT : “Who do you suppose that I am.”

*Whom* should be *who*, predicate nominative, to agree in case with *I*, the subject nominative.

## EXERCISE XLV.

*Correct the syntax of the following sentences :—*

I do not know whom you profess to be.—Were it me, I would show him the difference.—No matter whom, or where you are, always be civil.—It is not me who you mean.—Let him be whom he may, I am not afraid of him.—I am sure it was her. It was his sister who you see, not me.—Whom do you think she is?—I am sure it was not us who did it.—Do you think that it was her that said so?—It was him who I wrote the letter to.—It was either him or her brother who got the first prize.—It is not her who they blame so much.—He is not the person whom he pretended to be, or who you supposed him to be.—You know not whom he may turn out to be.—The largest rivers' in South America are the Amazon and the La Plata.

<sup>1</sup> The words *before* and *after* in the rule refer to the grammatical, not to the actual order. In interrogative and relative sentences the grammatical order is reversed : as, “who art thou ;” “I know not who he is ;” “was he a scholar ?” The grammatical order in these sentences is : “thou art who ?” “I know not he is who ;” “he was a scholar.” For *order of words*, see analysis of sentences.

<sup>2</sup> The object of *do suppose* is the words *me to be whom*.

## LESSON XLVI

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### SYNTAX OF THE NOUN AND PRONOUN.

**241. RULE IX.**—A verbal noun takes after it the same case as the verb from which it is derived : as, “On being elected President, he introduced many reforms.” *President* is predicate nominative after the verbal *being elected*, because the passive form *to be elected* may take a predicate nominative after it.

(a) The noun or pronoun (if inflected) before a verbal is put in the possessive case.

INCORRECT : “I advised *him* doing this.”

CORRECT : “I advised *his* doing this.”

HIM should be *his*.

Change the sentence into the passive and this will be evident: “*his* doing this was advised by me,” not *him* doing, &c.

(b) When the verbal noun is preceded by the definite article, or by the demonstratives *this*, *that*, it must be followed by the preposition *of*, if the verbal is transitive. If there is no *the* before, there must be no *of* after the verbal : as “*the writing of the poem* required years,” or “*writing the poem* gave him pleasure.” It is considered best to avoid all awkwardness of the verbal by substituting a common noun. Instead of saying, “*the betraying of his friend*;” “*the receiving the letter*,” say “*the betrayal of his friend*;” “*the receipt of the letter*.”

### EXERCISE XLVI.

*Correct the syntax of the following sentences :—*

There is no charity in giving of money to him.—True happiness is found only in the doing one’s duty.—The mans being here is a pleasure to his friends.—What do you think of him trying that?—In depicting of characters, she is little better than an imitator.—What can be the cause of Parliament neglecting so important a duty.—Upon the boy asking where I lived, they pointed out the house.—By exercising of your talents you will improve.—I remember it being done.—Have you any doubt of it having been him?—The news of his having turned traitor’s soon reached the camp.—This is a betraying trust.—Many writers employ their wits in propagating of vice.—Have you heard of his receiving of the letter? By observing of these rules, you will avoid mistakes.

## GENERAL EXERCISE XLVII.

(a) Combine the following statements into compound or complex sentences, so as to form a connected narrative :

Lord Byron was born on 22nd January, 1788. He was educated at Harrow. He afterwards was educated at Trinity College, Cambridge. At the age of 28, he settled at Geneva. Here he made the acquaintance of Shelley. He formed a close intimacy with Shelley. In 1817 he went to Venice. He afterwards went to live in Ravenna. He sailed to Greece in 1823. He went to assist the Greeks. The Greeks were struggling for their liberty. He died at Missolonghi in 1824. He was 36 years old when he died.

(b) Correct or justify the syntax of the following sentences :

He enlarged himself on that subject.—A father, or a mother's sister is an aunt.—We desire still to know who the civil power belongs to.—He desires to retire himself from public life.—It was thought to be he.—Them that honour me, I will honour : but them that despise me shall be lightly esteemed.—It is not for such as we to sit with the prince's of the land.—Who betrayed you ? not me.—The bishop's of Toronto's charge to his clergy.—Mind who you are speaking to.—I have received your letter, and will consider of it.—I am afraid of the man dying before the doctor comes.—It is not me you injure.—Thou, Nature, partial Nature, I arraign !—I cannot tell who to compare them to.—You are a much greater loser than me.—Whom do you men say that I am ?—Who servest thou under ?

(c) Distinguish between the meaning of the sentences in each of the following sets :—

- (1) You helped me oftener than he : you helped me oftener than him : (2) My father's house ; a house of my father's : (3) The boy and girl's book : the boy's and the girl's book.

## LESSON XLVII

—  
SYNTAX OF THE PRONOUN.

242. RULE X.—A pronoun takes the *gender*, *number*, and *person* of the noun (or pronoun) for which it stands: as, “Queen Victoria is beloved by *her* subjects;” “we love *our* native land;” “the Italian poets praise *their* sunny land.”

(a) The apparent exceptions to this rule are :

(1) *It* when used of things possessing sex, when the sex is not known : as, “I saw a child and *it* was crying;” or when *it* is used indefinitely : as, “I know not who *it* is.”

(2) *You* when used with reference to a singular noun.

(3) *Many a* is followed by a singular noun, though the idea conveyed is plural. A pronoun standing for a noun limited by *many a* is singular when the pronoun is near the noun ; but when the pronoun occurs at some distance from the noun, or when the remark is true of the whole, the pronoun is plural : as,

“In Hawick twinkled many a light,  
Behind him soon they set in night.”

(b) A pronoun referring to a *collective* noun is put in the singular or plural according to the idea conveyed.

(1) If a collective noun is preceded by *a* or *an* and expresses a *vague* idea of quantity or number, the pronoun referring to the collective noun is plural : as, “a few lost *their* way;” “a great many spend *their* lives in prison.”

(2) If a collective noun marks a complete or determinate number, or is preceded by such words as *the*, *this*, *that*, *my*, *thy*, *his*, *each*, *every*, *no*, the pronoun referring to the collective noun is singular : as, “my class improves in *its* behaviour.”

(3) In the case of such words as *committee*, *society*, *council*, *public*, *majority*, &c., the pronoun is *singular* if the statement is true of the whole body only ; but *plural*, if whatever is asserted applies to the individuals : as, “the council was unanimous in *its* opinion,” “the committee were divided in *their* opinion.”

(c) A pronoun referring to *each*, *every*, *either*, *neither*, *any one*, should be in the singular : as, “*each* has *his* friends.”

## EXERCISE XLVIII.

*Correct the Syntax of the following sentences :*

Any one may be deceived in their hopes.—Each of the men has their admirers.—Andrew and William are late ; if either of them is late again they will be kept in.—That duck has hurt his right foot.—No one can hear their own voice.—I have no interests but that of truth and justice.—Many a flower is born to blush unseen and waste their sweetness on the desert air.—No man can enjoy themselves better than me.—When a bear is wounded, they attack their assailants.—The horse is a useful animal, and it is well worthy of her food.—I am not certain that either of them was right in their opinion.—The mob is wild in their joy.—No people was more rudely assailed by the sword than those of this country.—Property should be returned to their rightful owners.—The court in their wisdom decided otherwise—As I looked at the heifer, he started off.

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## LESSON XLVIII

## SYNTAX OF THE PRONOUN.

243. RULE XI.—A pronoun standing for two or more nouns (or pronouns) connected by *and* expressed or understood should be in the plural : as, “the boy and the girl had *their* lessons ;” “ambition, wealth, pleasure, have *their* votaries.”

(a) The pronoun is singular :

1. When the nouns for which it stands are but different names for the same person or thing : as, “the secretary or treasurer fills *his* office well.” Here *one* man fills two offices.
2. When each of the nouns is limited by *every*, *each*, *no* : as, “*every* stream and *every* grove had *its* deity.”
3. When two singular nouns (or pronouns) are connected by *and also*, *and not*, *but*, *but not*, *as well as* : as, “James, as well as his brother, writes *his* exercises well ;” “the boy, and also his father, told *his* story.”

(b) When two or more pronouns of different persons are

connected by *and*, the pronoun referring to them is plural, and agrees with the first person in preference to the second, and with the second in preference to the third : as, “you and he have received *your* reward ;” “you and I have done *our* duty ;” “you and he shall get *your* place.”

### EXERCISE XLIX.

*Correct the syntax of following sentences :—*

William, as well as his brother, shewed their liberality on this occasion.—Your son and heir should mend their ways.—The shovel and tongs should be kept in its place.—He was fond of both cricket and quoiting, but he never made a success in it.—Both Cato and Cicero loved his country.—Each day and each hour brings their changes.—No prince, no king, can enjoy themselves better than me.—I met the boy and you but I did not recognize either of them.—The sailor, and not the captain, lost their temper.—The eminent historian and writer left their impress on the age.—The butler, not the baker, was restored to their office.—The boy and I went on his way.

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## LESSON XLXIX

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### SYNTAX OF THE PRONOUN.

244. RULE XII.—A pronoun standing for two or more singular nouns (or pronouns) connected by *or* or *nor* should be singular : as, “neither the master nor the scholar was at *his* post in time.”

(a) If one of the nouns (or pronouns) is plural, it is put last and the pronoun is plural : as, “neither Britain nor the United States were wanting in *their* efforts to preserve peace.”

(b) When a pronoun refers to words of different persons or of different genders, the pronoun must be used with each : as, “neither the boy, nor the girl had *their* lessons,” should be, “the boy did not have *his* lessons, nor the girl *hers*.”

(c) It is sometimes impossible to correct sentences even by repeating the pronoun. We cannot correct the sentence, “either my wife or I will come for our children,” by changing it into, “either my wife will come for her children or I for

mine," as the children belong to both of us jointly. In such a case omit the pronoun altogether : "either my wife or I will come for the children."

(d) Pronouns standing for personified nouns take the gender of the noun as a person : as, "*learning* with her magic influence ;" "*night*, sable goddess, from her ebon throne."

(e) Avoid changing the number or form of a pronoun referring to the same noun. Do not say, "*thou* didst act foolishly and *you* will repent of it."

### EXERCISE L.

*Correct the syntax in the following sentences :—*

If you see my brother or sister, tell them where I am.—Earth is a kind mother to all its children.—If you need a house or a garden, I know where you can buy them.—Neither the boy nor the girl reads their books.—Ye proud men, listen, you who boast your ancestors.—Neither the master nor I were concerning ourselves.—You or I must abandon our claims.—If thou wert not my superior, I would reprove you.—No lady or gentleman would do a thing so unworthy of them.—Neither wealth nor pleasure can confer happiness on their votaries.—You or I must attend to our duties.—If a boy or a girl miss their lessons, they shall forfeit their standing.—Neither France nor the Germany shall surrender their claims to that territory.

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### LESSON L

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#### SYNTAX OF THE RELATIVE PRONOUN.

245. RULE XIII.—A relative pronoun agrees with its antecedent in gender, number, and person. In, "I who write," *who* is first person agreeing with *I* ; in, "thou who writest," *who* is second person, &c.

(a) When the relative may refer to two words, either of which may be the antecedent, the relative agrees in person and number with the nearer : as, "I am the *man* who is to blame ;" "It is *I* who am to blame." In the first sentence *who* is third person ; in the second, *who* is first person.

(b) *Who* is now limited to rational beings or to inanimate objects personified.

(c) *Which* is applied to (1) irrational beings, (2) inanimate objects, (3) to collective nouns in the singular, (4) to a clause of a sentence : as “the dog *which* barks ;” “the hill *which* is covered with snow ;” “the committee *which* was appointed ;” “Cæsar crossed the Rubicon, *which* was in effect a declaration of war.”

(d) *That* is applied to both person and things. It is used instead of *who* or *which* ; (1) after an adjective in the superlative degree, and after *no* and *very* : as, “he is the *best* friend *that* I had ;” “he is the *very* man *that* I need ; (2) after interrogative pronouns, demonstrative adjectives, and indefinite adjectives or pronouns : as, “*who* *that* has any sense would have argued thus ?” “*yon* moon *that* rose last night ;” “give me *any* *that* you please ;” (3) when it has two antecedents, one of which would require *who*, and the other *which* : as, “the *lady* and *lap dog* *that* we saw ;” (4) after the adjective *same*, and generally after the verb *to be* used impersonally : as, “the *same* *that* I bought :” “it was my father *that* said so.”

(e) *As* is used as a relative after *as many as*, *such*, *same* : as “*such as* heard him speak were pleased.”

(f) To prevent ambiguity the relative should be placed near its antecedent : as, “the soldier was tried and punished for the offence, *who* disobeyed his officer” should be, “the soldier *who* disobeyed his officer was tried and punished for the offence.”

#### EXERCISE LI.

*Correct the syntax of the following sentences :—*

This is the biggest tree which I have ever seen.—Who can doubt this who knows the facts?—A man must first count the cost who is going to build.—The family which we visited is not the same which you spoke of.—She is the same lady who sang at the concert.—The baggage and passengers which arrived, were ferried across the river.—Alfred freed England from the Danes, who showed as much courage in war as wisdom in peace.—It is the best situation which can be got.—There is no man who sinneth not.—Those which seek wisdom will certainly find her.—Is he not one of the committee who was appointed yesterday?—This is a friend which I love.—The king dismissed his minister without inquiry, who had never before done so an unjust an action.—It is you, not me, who have altered.—If you intend to be a teacher, who you cannot be without learning, you must study.—Solomon was the wisest king whom the world ever saw.

## LESSON LI

## SYNTAX OF THE RELATIVE PRONOUN.

**246. RULE XIV.**—The same relative should be repeated, when two or more relatives used in the same sense have the same antecedent and are connected by co-ordinate conjunctions: as, “he who regards his happiness and *that* has respect for his friend would not do so,” is wrong. Say, *who . . . who*, or *that . . . that*.

(a) If one relative, however, is *restrictive* and the other *connective*, they may be varied: as, “the man *that* rushed forward, *who* was really the bravest man in the regiment, is known to you all.” In this sentence *that* is *restrictive*, and *who* (= *and he*) is *connective*.

(b) Avoid using *where* for *in which*, or *whence* for *from which*, unless place is actually referred to. Do not say, “the letter *where* I read this;” “the facts *whence* I draw these conclusions.” Say, “the letter *in which*, &c.;” “the facts *from which*, &c.”

(c) Do not use *them* for the demonstrative adjective *those* or *these*, or *but what* for the conjunction *that*: as, “I never thought *but what* he would tell *them* men,” should be, “I never thought *that* he would tell *these* men.”

(d) When the relative serves merely to define the antecedent (*restrictive* use) the relative is often omitted when it would stand in the objective case: as, “he was the most careful man I ever saw;” “the labour we delight in physics pain,” i. e. “the labour in which, etc.” Though the relative is omitted, if it is governed by a preposition connected with a verb, the preposition must be retained as in the last sentence

(e) When a relative is used *restrictively* in the nominative or possessive or when it is used as a *connective*, it should not be omitted: as, “Mr. Prince has a genius, would prompt him to better things,” should be “which would prompt, etc. :” “my second boy I designed for business, received a general education,” should be “*whom* I designed, etc.”

(f) Avoid using an adjective or a *finite* verb as an antecedent: as, “be diligent: without *which* you can never succeed,” should be “for without diligence, etc. ;” “never hate, for *this* is a sin,” say, “never hate, for *to do so* (or for *hatred*) is a sin.”

## EXERCISE LII.

*Correct the syntax of the following sentences :—*

They will never believe but what I am to blame.—He drew up an address where he set forth his own merits.—What else could I do under the circumstances I was placed.—The writers whence he drew his materials are well known.—Have no fears of them boys.—We like to see people modest, for this is a sign of merit.—Can you tell the book where I read it?—The motives whence the men act are known.—After a few day's illness he died, which was the cause of great sorrow.—What surprises me most and which may well surprise every body, is that he should do it.—I have no fear but what he will be here.—In the position I lay, I could see the lake distinctly.—The pupils were studious, which was a source of great joy to the master.

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## LESSON LII

## SYNTAX OF THE PRONOUN.

247. RULE XV.—When two persons or things are contrasted, *that* refers to the first mentioned, and *this* to the last: as, “*wealth* and *poverty* are both temptations, *that* tends to excite pride, *this* discontent.” *Former* is often used for *that*: *latter*, for *this*.

(a) *Either* and *neither* properly apply to *one of two objects, exclusive of the other*: as, “*John* or *James* are reliable boys; *either* of them will take the message.” In old writers, *either* is often used for *each* or *both*: as, “the City of London stands on *either* side of the river Thames,” should be “on *both sides, etc.*” *Each* relates to *two or more objects*, and signifies every one of the number taken singly. *Every* relates to *more than two objects*, and signifies each of them taken individually.

(b) Pronouns must be so used that there may be no doubt for what they stand. Avoid using the same pronoun to represent different persons or things in the same sentence. The following sentence is an example of the confusion that may be created by the neglect of this rule. “*He* (*Philip*) wrote to *that* distinguished philosopher in terms the most polite and

flattering, begging of him (Aristotle) to undertake his (Alexander's) education, and to bestow upon him (Alexander) those useful lessons which his (Philip's) numerous avocations would not allow him (Philip) to bestow." Correct thus : " Philip wrote to Aristotle in terms the most polite and flattering, begging of *that distinguished philosopher* to undertake Alexander's education, and to bestow upon *his* son those useful lessons which *his own* numerous avocations would not allow *him* to bestow." *His* and *him* refer to Philip.

(c) It is improper to use both a noun and its pronoun as the nominative or objective to the same verb, unless they are in apposition : as, " *her kinsmen they followed* " should be " *her kinsmen followed* ."

#### EXERCISE LIII.

*Correct the syntax of the following sentences :—*

The wind, it waved the willow boughs.—When we see the beautiful variety of colour in the rainbow, we are led to consider its cause.—The honest man, you should esteem him.—The Senate had decree'd a separate triumph to both of them. Helen sent Mary a pot of jelly which she said she had made for her husband.—The queen, I saw her at Windsor.—Health though it be a blessing, it is never prized till it is lost.—On either side of the river was there the tree of life.—My banks, they are furnished with bees.—Body and soul must part : that wings its way to its almighty source, this drops into the noisome grave.—And every soul, it passed me by.—Proposals for a coalition were made by the chief men of either party.—Alexander having died at Babylon, he was succeeded by his four generals.—He told his friend that if he did not feel better in half an hour he thought he had better return.

## LESSON LIII

—  
SYNTAX OF THE ARTICLE.

248. RULE XVI.—The indefinite Article is used when speaking of any individual of a class: the definite article is used when speaking of a particular object or class of objects: as, “he was reading *a* book;” “he was reading *the* book which he gave me.”

(a) <sup>1</sup>*A* is used before nouns in the singular number only: *the* before nouns in both numbers.

(b) The article is generally omitted before *proper nouns*, *abstract nouns*, and the names of *virtues*, *vices*, *arts*, *sciences*, etc., when used in a general sense: as, “*kindness* should be practised;” “*intemperance* should be avoided;” “*logic* is an interesting study;” “*astronomy* is becoming better understood.” Some proper names have the article as, “*the Clyde*;” “*the Alps*;” “*the Thousand Islands*.”

(c) An article before a *proper noun* renders it a *common one*: as, “he is a *Milton*” *i. e.*, a man like Milton. The proper noun with the article attached indicates likeness of character.

(d) *The* is sometimes used before a singular noun to specify a class without naming any individual under it: as, “*the rose* is red;” “*the oak* is the monarch of the wood.”

(e) When two or more adjectives qualify a noun denoting the same object, the article is used only before the first, but if different objects are intended, the article must be repeated. “A red and white cow” indicates *one* cow partly *red* and partly *white*. “I saw a red and a white cow” refers to *two* cows, *one red* and *the other white*.

(f) *A* is used before an adjective in the comparative followed by *than*: as, “he is *a* wiser man *than* his brother.” *The* is used before the comparative with *of*: as, “he is *the* wiser *of* the two.” When *than* or *as* after an adjective connects two nouns denoting the same person or thing, the article is omitted before the last: as, “he is a better statesman *than* soldier.” This means, “he is a better statesman *that* he is a soldier.”

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<sup>1</sup> *A* like *every* may be used with expressions of time apparently plural. See note under Rule XVII.

(g) If *than* or *as* does not compare the noun following with that immediately before it, the article must be repeated : as, "he is a better statesman than a soldier." This means, "he is a better statesman than a soldier (is a good statesman.)"

(h) The indefinite article must be repeated before several nouns, when the same form of it would not agree with all : as, "a cow, ox, or pig" should be "a cow, an ox, or a pig."

(i) *Few*, and *little* without the article *a* have a negative meaning, as, "he has *few* (i. e., *not many*) friends;" "he has *little* (i. e., *not much*) money." With *a* before them, *few* and *little* have a positive meaning : as, "he has a few friends," i. e., some friends : "he has a little money" i. e., some money.

#### EXERCISE LIV.

(a) *Correct the syntax of the following sentences :—*

The mouse is like a bat without the wings.—He bought a tongs and poker.—Neither the famine, nor the pestilence destroys so many as the sword.—I have seen a phenomena in the sky.—A lion is the monarch of beasts.—He did the deed in a thick woods.—The fourth and fifth chapter.—An adjective or participle qualifies the noun to which it belongs.—He has a black and white cow and lets them run on the road.—I cannot cut with a dull scissor's.—An eagle is the emblem of America.—A mastiff makes a better watch-dog than spaniel.—There is a black and a blue spot where I struck my arm.—He was saluted as the king.

(b) *Distinguish the meaning of :—*

(1) He is a better writer than { soldier  
a soldier.

(2) The town and . . . . { county council  
the county council.

(3) A black, white and blue { ball.  
A black, a white, and a blue

(4) Wanted, a . . . . { housemaid and a nurse.  
housemaid and nurse.

(5) He had . . . . { little talent.  
a little talent.

## LESSON LIV

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SYNTAX OF THE ADJECTIVE.

249. RULE XVII.—The demonstratives *this* and *that* agree in number with the nouns they qualify : as, “these sort of men,” should be, “this sort of men,” or better, “men of this sort.” The distributives *each*, <sup>1</sup>*every*, *either*, *neither*, agree only with singular nouns : as, “*each day*” : “*every man*.”

(a) *Much*, and *little* (*less*, *least*), denote quantity and accompany nouns in the singular ; <sup>2</sup>*many*, and *few* (*fewer*, *fewest*), denote number and accompany nouns in the plural : as, “*much land* ;” “*little wealth* ;” “*many men* ;” “*few houses*.”

(b) *Whole*, as an indefinite adjective, referring to the component parts of a single body, is used with a singular noun ; *several* is used with a plural noun : as, “*the whole world* ;” “*several inhabitants*.”

(c) *All*, *some*, *no*, *any*, *other*, are used with singular or plural nouns according to the sense : as, “*all the day* ;” “*all the days of the year*,” &c.

(d) *The other* refers to the *second* of *two* ; *another*, to more than one of two. Hence, *each other* should not be used of more than two, or *one another*, of two.

(e) When two numeral adjectives qualify one noun, the ordinal adjective generally stands first, and the cardinal second : as, “*the first three books of Euclid*.” This form implies, however, a second three. The phrase “*three first*” is also proper, but it means that there are three classes of which the first in each is taken.

(f) Place the adjective as near as possible to the noun it qualifies : as, “*a good glass of milk*,” should be, “*a glass of good milk*.”

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<sup>1</sup> *Every* may limit a plural phrase considered as a collection : as “*every hundred years*.” Probably *hundred years* is a compound noun. Abbott compares “*a fortnight*” i. e., “*a fourteen-night*.”

<sup>2</sup> *Many a* precedes a singular or plural noun. See Rule X, (a), (3).

## EXERCISE LV.

*Correct the syntax of the following sentences :—*

There are no less than twenty diphthongs in the English language.—The boy and his brother love one another.—The ten first boys of that class are good scholars.—These news arrived yesterday by telegraph.—I have little fears on that point.—The whole inhabitants were thrown into a state of terror.—A fine field of wheat.—The less visitors she has, the better is she pleased.—Tell this tidings to your neighbour.—If less than ten members are present, the meeting is adjourned.—A fine pair of boots.—These kind of men will not succeed.—The whole details are harrowing.—For this last ten years, I have been here.—None of these class of people are admitted.—By these means he deceived the people.—Very little men escaped that disease.—They should have the least possible interruptions.

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## LESSON LV

## SYNTAX OF THE ADJECTIVE.

250. RULE XVIII.—The comparative degree is used when *two* things are compared : as, “gold is heavier than lead”

(a) When a comparative is used with *than*, the thing compared must always be *excluded* from the class of things with which it is compared : as, “Napoleon was a greater general than any Frenchman.” is wrong, as this expression would imply that Napoleon was not a *Frenchman*. Say, therefore, “than any other Frenchman,” as this excludes Napoleon from the class with which he is compared, although it implies that he is a *Frenchman*.

(b) The comparative has *of* after it when a selection of *two* is implied : as, “he is the better *of* the two.”

(c) The comparative is often used without either *than* or *of* following, when the latter term of comparison is omitted : as, “he is the *taller*.”

(d) After *other*, *rather*, *else*, *otherwise*, use as comparatives,

and after all comparative forms *than* should be used before the latter term of comparison : as, “he is good *rather than* clever ;” “what *else than* this can I do.”

(e) When two clauses of a sentence joined by a conjunction are connected with a third clause by *than*, this last clause must be adapted in construction to both of the preceding : as, “I will do as much or more work than John,” should be, “I will do as much work as John, or more.”

### EXERCISE LVI.

*Correct the syntax of the following sentences :—*

Which of these two boys is the largest.—The elder of your three brothers is the smallest.—James is taller than any other of his brothers.—Iron is more useful than any of the metals.—Which is the greatest poet, Milton or Shakespeare?—Milton is more sublime than any of the poets.—Which is furthest north, Victoria or Boston ? The first, I imagine.—Is his present or past standing in the class the best?—He had nothing else at heart but his country’s good.—The boy and the girl are both good scholars ; the first is smartest in arithmetic, but the last is best in grammar.—Never act otherwise but honourably.—Alfred was wiser than any English king.—Which is the nearest to us, the sun or the moon ?—I would not do it for any one else but him.—The Amazon is longer than any river.—He was not so much admired, but more beloved, than his brother.

## LESSON LVI

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### SYNTAX OF THE ADJECTIVE.

**251. RULE XIX.**—The superlative degree is used when *three* or more things of the same class are compared: as, “iron is the most useful of the metals.” The Superlative is often used *absolutely*: as, “gold is most valuable.”

(a) When a superlative is used, the class between which the comparison is made and which is introduced by *of* should always *include* the thing compared: as, “Bismarck is the greatest of German statesmen,” or “Bismarck is the greatest German statesman.” Such an expression as, “the Amazon is the greatest of all other rivers” is incorrect, because the superlative would include *the Amazon* among the *other rivers*; strike out *other*. So also, “he is the tallest of any man in the room,” should be “he is the tallest man in the room,” or he is taller than any other man (or, than all other men) in the room.

(b) Adjectives which do not admit of comparison should not be inflected. Correct such expressions as, “the *chiefest* beauty;” “*a truer* statement,” “*so faultless* a character,” by omitting the termination, or changing the expression. Say, “the *chief* beauty,” “*a more correct* statement,” “*a character so nearly faultless*.”

(c) Avoid double comparatives and superlatives: as, “the *most unkindest* cut of all,” should be, “the *unkindest* cut of all.”

(d) When two adjectives are combined, and both are in the comparative or in the superlative degree, one formed in *-er*, or *-est*, and the other by *more* or *most*, it is better to put the former first: as, “a larger and more interesting book;” “the ablest and most conscientious judge.”

### EXERCISE LVII.

*Correct the syntax of the following sentences:—*

David is the youngest of his brothers.—Alfred was the greatest of all his predecessors.—The general was the last of his soldiers to leave the field.—The most eventful and longest reign recorded in English history is that of George III.—Lake Superior is the largest of any lake in the world.—He

was the most depraved, most tyrannical and basest of men.—We are much more better off than before.—I had the most entire confidence in him.—There are few houses more elegant and better than this one.—He is more inferior than his brother.—Changed to a worser shape thou can't not be.—The man was the noblest looking of all his children.—The Pacific is the least roughest of the Oceans.—The moon is the nearest of all the stars.

### EXERCISE LVIII.

#### A Practical Review.

(a) *Correct the syntax of the following sentences :—*

Less than twenty boys were present.—This twenty years have I been with you.—There was a row of trees on either side of the road.—Neither of the workman had their tools with them.—Go bear this tidings to the bloody king.—Sparta had many a worthier son than he.—After what has happened, you had best be silent.—To the first of these divisions my ten last lectures have been devoted.—He offered a great recompense to whomsoever would help him.—Without shedding of blood is no remission.—Cleon was another sort of a man.—The motives whence he acts are known.—A noun is the name of anything that exists, or of which we have any notion.—He hath made him to be sin for us who knew no sin.—Mark the beautiful variety of the rainbow, and now let us consider its cause.—I saw the prime minister and the warden, and he told me of the appointment.—I am not recommending these kind of sufferings to your liking.—Money is the most universal incitement of human misery.—A messenger related the whole particulars.—Of all the other qualities of style, clearness is the most important.—Verse and prose run into one another, like light and shade.—The fact of me being a stranger to him does not justify his conduct.—He showed me two stoves, but I did not buy any of them.—Which of these three men is the taller ?—The building must be either a church or school.—It was him and me that were chosen.

(b) *Distinguish the meaning of the expressions in each set of the following :—*

- (1) The wooden and iron bridge ; the wooden and the iron bridge.
- (2) He thought little about it ; he thought a little about it.
- (3) Few persons believe it ; a few persons believe it.
- (4) He would make a better statesman than lawyer ; he would make a better statesman than a lawyer.
- (5) You loved me better than he ; you loved me better than him.

(c) Combine the following separate statements into compound or complex sentences, so as to form a continuous narrative :—

William of Normandy invaded England in 1066. Harold was King of England. Harold met William near Hastings. A great battle was fought near Hastings. This battle decided the fate of England. Harold posted his men on a hill. Harold ordered his men to remain on the hill. The hill was called Senlac. The Normans attacked the English. The Normans could not drive the English away. William then ordered his men to pretend to flee. The English forgot Harold's orders. The English left their position. The Normans then attacked them. The Normans were successful in their attack. The English fought for a long time. At last Harold was slain. The English then fled.

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## LESSON LVII

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### SYNTAX OF THE VERB.

252. RULE XX.—A verb agrees with its subject in *number* and *person* : as, “I learn,” “thou learnest,” “he learns.” In these sentences, *learn* is first person singular, *learnest* is second person singular, *learns* is third person singular.

(a) When the immediate nominative of a verb is a relative pronoun, which may refer equally to two antecedents of different numbers, the verb takes the person and number of the antecedent nearest the relative : as, “he was one of the *men* who *teach* this doctrine. In this sentence *who* is plural number and third person agreeing in number and person with antecedent *men*, not with *one*. “I am verily a *man* who *am* a Jew,” should be, “I am verily a man who *is* a Jew.”

(b) The title of a book, though often plural in form, takes a verb in the singular : as, “Johnson's ‘Lives of the Poets’ is a very interesting work.”

(c) Do not use *had have*, for *had* ; *had'nt ought*, for *ought not* ; *had as lief*, *had rather*, for *would as lief*, *would rather* ; *I'm a mind*, for *I have a mind*. Avoid in prose *arn't*, for *are not* ; *don't*, for *do not* ; *ain't*, for *am not* ; *'tisn't*, for *it is not* ; *it's*, for *it is*.

## EXERCISE LIX.

*Correct the syntax of the following sentences :—*

There is, in fact, no impersonal verbs in any language.—I am the man who command you.—This is one of the most dreadful accidents that has happened.—You, say I, was very kind to him.—I'm a mind to go there.—A variety of pleasing objects charm the eye.—Nothing but foolish pursuits delight some persons.—There yet remains three things to be arranged.—Are either of these men your friend. He don't know his letters.—Neither of them seem to have any idea.—Everything that we here enjoy, change and come to an end.—What means these distant murmurings.—He had'nt ought to fold his arms.—The phenomena was seen last night in the sky.—Two are an even number.—Thompson's Seasons are a fine didactic poem.—There are a heap of oats in the barn.—Frequent commission of crimes harden the heart.—Each of them, in their turn, receive the benefits to which they are entitled.—He ain't the man I thought he was.

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## LESSON LVIII

—  
SYNTAX OF THE VERB.

253. **RULE XXI.**—Collective nouns have singular or plural verb according to the idea conveyed : as. “the majority *is* resolved ;” “the majority *are* on their way home.” In the former sentence, the verb in the singular number indicates *collective* action ; in the latter, the verb in the plural indicates *individual* action.

(a) The rules given for determining the number of a pronoun when it refers to a collective noun hold good for determining the number of a verb. [See under Rule X.]

(b) Such terms as *couple*, *dozen*, *score*, *million*, &c., expressing a known number in the singular form, require plural verbs : as, “there were a dozen there.” *Pair*, however, takes the singular : as, “there is a pair.”

## EXERCISE LX.

*Supply the Ellipses in the following sentences by using a suitable verb showing the number of the subject :—*

The committee—eager to arrive at the truth. A large flock of crows—alighted on the field. The whole tribe—destroyed by war. A herd of a hundred cattle—often seen on the prairie. The family—still unmindful of your kindness. The flock—the object of the shepherd's care. The regiment—lost. That people—very intelligent. The shoal of herring—immense. The Parliament—dissolved. The mob—wild with rage. The class—well attended. The crowd—so dense that we could with difficulty make our way. The minority of the council—right in their opinion. The public—requested not to trespass on these premises. The cattle on a thousand hills—his.

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## LESSON LIX

—  
SYNTAX OF THE VERB.

254. RULE XXII.—Two or more singular nominatives taken together require a verb in the plural : as, “*he and his sister were present.*” Nominatives are said to be taken together when coupled by *and*.

(a) When in a sentence there is an elipsis of a nominative, and more than one is implied, the verb is still plural : as, “*Irving's and Macaulay's style are different.*”

(b) When two singular nominatives connected by *and* refer both to the same individual, the verb is in the singular : as, “*the druggist and apothecary is moving away.*”

255. RULE XXIII.—Two or more singular nominatives taken separately take a verb in the singular : as, “*either he or his sister is present.*”

Singular nominatives are said to be taken separately :—

(a) When they are connected by *or, nor, and also, and too, and not, but, if not, as well as* : as, “*James, and his father too, was here.*”

(b) When they are severally preceded by *each*, *every*, *no*, *not*: as, "every man and every woman *has* some mission to perform."

(c) When the first is separated from the rest by the verb, which in this case agrees with the first and is understood with the rest: as "his wit *pleases* me, his frankness, his courtesy."

(d) When the subject is repeated for emphasis, or some stronger word is substituted for the subject: as, "his merit, and his merit only, *gains* him friends;" "dislike, nay hatred, *was written* on his face."

### EXERCISE LXI.

*Correct the syntax of the following sentences:—*

Neither my sister nor brother have been taught to dance.—Every member of the body, every bone, joint, and muscle, lie exposed to many disorders.—The time and place of the meeting was agreed on.—Fidelity and truth is the foundation of all justice.—Neither precept nor discipline are so forcible as example.—Extravagance, as well as parsimony, are to be avoided.—What signifies wealth and power, if we have not health?—The north and south poles represents the ends of the earth's axis.—Your warning and rebuke was alike unheeded.—The secretary and treasurer were taking entries for the show.—The secretary and the treasurer was here visiting the school.—Every village, every hamlet have their chief.—Energy, and nothing but energy, are capable of succeeding in a new country.—There was seen a boy and a girl coming.—His folly, nay his crimes, often meet with no rebuke.—Sheridan, as well as Burke, were eloquent.

## LESSON LX

## SYNTAX OF THE VERB.

256. RULE XXIV.—When two nominatives are connected, the one *affirmative*, the other *negative*, they make two propositions and the verb agrees with the *affirmative*: as, “our own *heart*, and not men’s opinions, *forms* our true honour:” “*you*, and not *I*, *were* there.”

257. RULE XXV.—When two or more subject nominatives of different numbers are connected by *or* or *nor*, the verb should be plural, and the plural subject should come next the verb: as, “neither the captain nor the *sailors were* saved.”

258. RULE XXVI.—When the subject nominatives are singular and of different persons, the verb should agree with the last or be repeated with each nominative: as, “either *you* or *I am* in fault;” “*you* are in the fault or *I am*.”

## EXERCISE LXII.

*Correct the syntax of the following sentences:—*

Neither his parents, nor this man are guilty.—Either you or I are in the wrong.—They or he is much to be blamed.—Neither the scholars nor the master is reading.—Either he or ~~s’~~e have made a mistake.—Not only I, but thou also, are to blame.—Either you or he are in the fault.—He or I is sure of the prize.—Neither the master nor I has been able to solve the problem.—James or I is going away to-day.—Neither thou nor he art so fond of reading as you ought.—Either you or George were present.—He or I are going home.

LESSON LXI

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## SYNTAX OF TENSES.

259. **RULE XXVII.**—The present indefinite indicative is used in a dependent sentence to express a general truth even though the leading verb is in a past tense: as, “Columbus believed that the earth *was* spherical,” should be “Columbus believed that the earth *is* spherical.”

260. **RULE XXVIII.**—The present perfect indicative is used of past acts only when they are connected expressly or by implication with present time: the past indefinite tense, when the past acts are complete at a past date. As, “I have done this ten days ago,” is incorrect: say, “I did this ten days ago.” “I have known him for ten years” is correct, if you intend to express that your acquaintance with him extends to the present.

261. **RULE XXIX.**—When verbs are connected by *and* or *nor* and refer to acts described as done by the same person, under the same circumstances, and at the same time, they must agree in *mood*, in *tense*, in *person*, and even in *form*: as, “if a man *be* a worshipper of God and *doeth* his will, him he heareth,” should be, “if a man *be* a worshipper of God and *do* etc.” *Be* is subjunctive, *doeth* indicative. “Methinks he *cometh* late and *tarries* long,” should be, “methinks he *comes* late and *tarries* long,” or “methinks he *cometh* late and *tarrieth* long.”

262. **RULE XXX.**—When two or more words are connected which involve different forms of the same verb, such parts of the tenses as are not common to both must be inserted in full: as, “I shall *do* as much as you *have*” should be, “I shall *do* as much as you *have done*.”

## EXERCISE LXIII.

*Correct the syntax of the following sentences :—*

It has been shown by chemistry that water was composed of two gases.—Manchester is long celebrated for the manufacturing of cotton goods.—Astronomers have long taught that the sun was the centre of the solar system.—The following facts may, or have been adduced as reasons. Polygamy never has, and never can be a vice of the great body of the people.—I have eaten my breakfast at nine this morning, and now I just finished my dinner.—I have been in New York all last year.—The book has, is, or shall be published.—The doctor in his lecture said that fever always produced thirst.— You have weakened instead of strengthened your case.— Were you not frightened, and mistook a spirit for a body ?— My brother was sick for four weeks, and is no better.—I have been at London and seen the queen last summer.—He has been formerly very disorderly.—Have you ever, or can you imagine how you would feel, if you were cast upon a desert island ?—No better story has, or is likely, to be written.

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## LESSON LXII

263. RULE XXXI.—When one verb depends on another, the *present* tense in a subordinate proposition is used after a *present* or a *future* tense in the principal proposition ; a *past* tense in a subordinate proposition is used after a *past* tense in the principal proposition. “Ye *will* not *come* unto me that ye *might* *have* life,” should be, “that ye *may* *have* life;” “I *told* him that I *will* go,” should be, “that I *would* go.”

264. RULE XXXII.—The *indefinite*, not the *perfect* infinitive, should be used to express an action not completed at the time denoted by the governing verb : as, “he expected to *have gone* to-day,” should be, “he expected *to go* to-day.” The perfect infinitive is used when the act spoken of is regarded as completed before the time expressed by the governing verb : as, “I hoped *to have seen* him before the meeting.”

## EXERCISE LXIV.

*Correct the syntax of the following sentences :—*

I lost the game, though I thought I should have won it.— Could you not do better, if you try.— Men will not listen to wisdom, that they might become better.— I should tell you all, if you will not repeat it.— His sickness is so great that I often feared he would have died.— It is well known that he could not have done it.— He did everything that his opportunities allow.— The man allowed this chance to have passed unimproved.— Did you expect to have done this ?— You confess to have been disappointed in me.— I ordered him to have seen the man — Had he been here, he would have been able to have told him.— I intended to have written to my father.— We have done no more than it was our duty to have done. Neither will they be persuaded though one rose from the dead.

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## LESSON LXIII

## SYNTAX OF THE SUBJUNCTIVE MOOD.

265. RULE XXXIII.—The subjunctive mood is used when an action or event is spoken of, not as *actual*, but as *possible* or *contingent* : as, “it may be so.”

The subjunctive is employed :—

(a) In the conditional proposition of sentences expressing supposition, whenever *doubt* or *denial* is intended to be expressed : as, “if he *be* there (which I doubt), I will speak to him;” “if I *were* sure of that (which I am not), I would go.” When the conditional clause is affirmative and certain, the verb is in the indicative : as, “if this *is* the case (as I believe it is), I can understand you.”

(b) In a conditional proposition denoting a mere supposition or consequence depending on a future tense : as, “if it *rain*, we shall not be able to go;” “I shall wait till he *return*.”

(c) In a conditional proposition the past subjunctive expresses a *denial* : as, “if the man *were* good (which you deny), I should support him.”

(d) In a principal proposition of a conditional sentence, the subjunctive is used when futurity or doubt is expressed, and when uncertainty or denial of a past act is referred to: as, "he *would succeed*, if he tried;" "he *would have asked me*, if he had seen me."

(e) After an imperative with *lest* or *that*: as, "see that thou *do* it not."

(f) After *that* expressing a wish: as, "Oh! that he *were* here."

### EXERCISE LXV.

*Correct the syntax of the following sentences :—*

If a man have lived twenty or thirty years, he should have some experience.—Let he that standeth take heed lest he falls.—If he be but in health, I am content.—Use all your endeavours lest he beats you.—If I was him, I should not act so.—Would that I was there!—I wish that there was more honesty in the world.—Take care that thou breakest none of the established rules.—If he but asks to be forgiven, his father will pardon him.—If thou be a Christian, act like one.—Oh! that his heart was tender.—Despise not any condition, lest it happens to be thy own.—Though he be in an elevated station, he is never proud.

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## LESSON LXIV

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### SYNTAX OF THE INFINITIVE MOOD.

266. RULE XXXIV.—One verb governs another in the infinitive Mood: as, "he desires to improve." *To improve* is governed in the infinitive by the verb *desires*.

(a) An infinitive may be governed by an adjective or a noun: as, "anxious *to return*;" "a desire *to see him*."

(b) Do not use *for* immediately before an infinitive: as, "what went ye out *for to see*" should be, "what went ye out *to see*."

(c) Do not separate the sign *to* from the rest of the infinitive by an adverb: as, "to clearly describe the scene," should be, "clearly *to describe the scene*," or "to describe the scene clearly."

(d) Do not use the sign *to* for a full infinitive unless the verb in the same form can be supplied from the preceding part of the sentence : as, "you never wrote me, you ought to" is wrong, since it is incorrect to say, "you ought to wrote." Say, "you never wrote me, you ought to have written," or "you ought to have done so."

(e) *To* the sign of the infinitive is omitted after the following verbs : *bid* (meaning *order*) in the active voice ; *dare* (meaning to *venture*), when not in the infinitive, participles, or compound tenses ; *feel* (used literally), when transitive ; *hear, make, see*, in the active voice ; *let* in both voices : and sometimes after *find, have, help, know, observe, behold, watch* ; as, "I bade him *do* it ;" "I dare not *speak* ;" "did you feel the ball *enter* ?" "just hear it *thunder* ;" "He made them *leave* the room ;" See it *rain* : "let them *go* ;" "I observed him *go away*," etc.

### EXERCISE LXVI.

*Correct the syntax of the following sentences :—*

To actively canvass the riding, requires time.—Never do alms for to be seen of men.—He ordered the man to immediately go away.—The man went yesterday as he intended to.—I observed him to go down the road.—You have heard the cannon to roar in the distance.—Do you feel it be right to do this ?—I feel the pain to start in my finger.—The road has not been made, but it is likely to.—To sternly oppose this question is the duty of the hour.—I can almost see the storm to rise.—We did not dare do it.—You need not to do anything further.—I wish you to thoroughly understand this thing.

## LESSON LXV

## SYNTAX OF THE PARTICIPLE.

267. RULE XXXV.—A participle generally follows its noun or pronoun. If, however, a participle introduces a clause limiting the subject of a verb, the participial clause is often put before the subject : as, “*worn out with fatigue, I took a short repose.*”

(a) Some participles are used *absolutely* without any noun or pronoun for them to qualify, as *concerning, respecting, considering, notwithstanding, granting, excepting*. In some cases these participles have taken the place of passive participles with the nominative absolute : as, “*considering all things*” i. e. “*all things considered.*”

(b) When a participle not used absolutely begins a sentence, the participle should describe the subject of the principal verb. “*Sailing up the river the whole town may be seen*” is wrong, as the sentence conveys the idea that the *town sails*. Correct by saying, “*sailing up the river, we may see the whole town.*”

## EXERCISE LXVII.

*Correct the syntax of the following sentences :—*

Hoping to hear from you soon, believe me yours truly.—Having failed in this attempt, no other trial was made.—Resting on the hill, the spires of the churches may be seen.—Having been moored across the river and made fast to the dock, Mr. Parsons made a few remarks.—Groaning and reeling under its load, we saw the stage coach slowly ascend up the hill.—While pondering which road I should pursue, my horse started off at a brisk trot. Being nearly killed, I sent a party in search of his mangled body.—Preaching on one occasion in a village chapel, a pious old woman said to him.—Meeting him at the corner of the street, he told me this.—Not returning home in time, the family became alarmed about the boys. Being exceedingly fond of birds, an aviary is always to be found in the grounds.—Talking to him one day, he said that he would accede to my request.—Alarmed by the storm, it was resolved to postpone their departure.

## LESSON LXVI

—  
SYNTAX OF THE ADVERB.

268. RULE XXXVI.—An adverb should be placed near the word or words which it modifies. The position of the adverb may be learned from the following general rule, to which there are many exceptions :

(a) An adverb (1) precedes the *adjective* it modifies ; (2) comes after the verb in the simple tenses of the indicative or subjunctive moods ; (3) stands after the first auxiliary in compound tenses : as, “he is *very good* ;” “fully impressed with this idea, I started off ;” “the rain came *down* ;” “he might *easily* have been saved.”

(b) *Enough* comes after the word or words it modifies : as, “he is well *enough* ;” “he has plenty *enough*.” *Not* precedes participles and infinitives both in simple and compound tenses : as, “*not* to have done so was wrong :” “*not* having considered this I cannot decide.”

(c) *Only* should be placed before the word affected by it. Carefully observe the meaning of each of the following sentences :

(1) “he *only* beat three” *i. e.* he did no more than beat, did not kill three.

(2) “he beat *only* three,” *i. e.* he beat no more than three.

(3) “he beat three *only*,” *i. e.* he beat three and that was all he did. In this, *not* limits the whole sentence.

(d) When *not only* precedes *but also*, each is followed by the same part of speech : as, “he gave me not only money (*noun*), but also advice (*noun*) ; he not only *lent* (*verb*) me a grammar, but also *gave* (*verb*) me a dictionary ; he spoke not only tastefully (*adverb*), but also forcibly (*adverb*). ”

(e) *Alone* when placed adverbially should be placed immediately after the verb it modifies : as, “he was sitting *alone* in the room.” In this sentence the meaning is, “he was sitting *by himself* in the room.” In, “he *alone* was sitting in the room,” *alone* is an adjective and the meaning is, “no one else was sitting in the room.” It would be better to say, “only he (or he *only*) was sitting in the room.”

(f) Do not use *from whence* for *whence*; *from thence* for *thence*; *where* for *whether*: as, “*from whence came ye?*” should be “*whence came ye?*”

### EXERCISE LXVIII.

(a) *Correct the syntax of the following sentences:—*

He is not only accused of theft, but also of murder. This is seldom or ever the case.—Siberia even has some places where nature smiles.—We know little, individually, of his hearers.—The man was not only famous for his knowledge of nature but also for his moral wisdom.—I understand why the water never rises quite well.—Flour will not do to make bread alone.—He is only fitted to govern others who can govern himself.—The death was announced lately of this statesman.—One species of bread, of coarse quality, was only allowed to be baked.—Men who but speak to display their abilities, are unworthy of attention.—The first two named only ascended to the summit.—The river can only be distinguished from the ocean by its calmness.—A tear is due at least to the unhappy.—Having not known of the facts, he was wrong in his conclusion.—He not only was wise, but also good.—He forcibly spoke and was heard attentively by all the assembly.—Where are you going to-day?—From whence did he come?

(b) *Distinguish the meaning of the sentences in each of the following sets of expressions:—*

(1) He *only* mourned for his brother; he mourned *only* for his brother; he mourned for his *only* brother; he mourned for his brother *only*.

(2) He *alone* remained standing; he remained standing *alone*.

(3) *Sometimes* she sings; she *sometimes* sings; she sings *sometimes*.

## LESSON LXVII

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### SYNTAX OF THE ADVERBS.

**269. RULE XXXVII.**—Adverbs should not be used as adjectives, nor adjectives as adverbs. Avoid such expressions as, “the *seldom* use of it;” “the *then* ministry;” “he is *remarkable* clever.” Say, “the *rare* use of it;” “the ministry *of the day*;” “he is *remarkably* clever.”

(a) After an *intransitive* verb a word in the predicate denoting a quality of the subject is an adjective, not an adverb. Say, “the rose smells sweet,” not “the rose smells sweetly.”

(b) Two negatives must not be used when a negative statement is intended. “I have *not* done *nothing*,” means “I have done *something*,” as two negatives are equal to an affirmative. If a negative statement is intended, say, “I have done *nothing*,” or “I have *not* done *anything*.”

(c) It is quite right to use a negative adverb limiting an adjective formed by a negative prefix, as a mild affirmative: as, “he is *not unjust*,” i. e., “he is *just*.”

(d) Use *so . . . as* (1) in a comparison of inequality in negative sentences; (2) with an adjective or adverb to limit the degreee of comparison; (3) with an infinitive following to express a consequence: as, “he is *not so tall as* his brother,” “he is *so feeble as* to be unable to walk;” “read *so as to make yourself intelligible*.”

(e) *As . . . as* introduce a comparison of equality, and are used in affirmative sentences: as, “he is *as tall as* his brother.”

(f) Use *as . . . so* with two verbs to express sameness, or proportion: as, “*as the tree falls so it lies*”; “*as 2 is to 4 so is 8 to 16*.”

(g) Avoid using:—

(1) The adjective *such* for the adverb *so*: as, “she is *such an extravagant woman*,” should be, “she is *so extravagant a woman*.”

(2) The adjective *like* for the adverb *as*: as, “victory must

end in possession, *like* toil in sleep ;" should be, "victory must end in possession, *as* toil in sleep."

(3) *How, how that, as how* for the conjunction *that* ; or *how for lest or that not* : as "she said *as how* she would come," should be, "she said *that* she would come;" "have a care how you listen to the tempter," should be, "have a care *that* you do *not* listen to the tempter," or "*lest* you listen, &c."

(4) *But, or but what, for than after else, other, otherwise* : as, "the patriot had nothing *else* at heart *but* his country's good," should be, "*than* his country's good."

(5) *Ever for never* : as, "he seldom or ever does it," should be, "seldom or never (or, seldom, if ever) does it." *Ever* is an adverb of *time* or *degree* ; *never* of *time* only : hence, "charm he *never* so wisely," should be, "charm he *ever* so wisely."

(6) Adverbs in *ly* form adjectives in *ly*. For *godily, holily*, say, *in a godly manner, in a holy manner*. "That we may *godly* serve thee," is inaccurate ; the adverb should be used were it not harsh. Say, "that we may serve thee in a godly manner."

(7) *No for not*. *No* is not joined to an adjective or to a verb expressed or understood.

(8) The rules for the use of the comparative and the superlative of the adjective hold good in the case of the adverb.

### EXERCISE LXIX.

*Correct the syntax of the following sentences :—*

He does not care for nobody.—Chess fascinates its votaries more than any game.—The Duke's entertainments were both seldom and shabby.—Our climate is not as healthy as those of France and Italy.—The velvet feels smoothly.—I have eaten no bread nor drunk no water these two days.—This is very easy done.—He seldom or ever visits us.—These flowers smell very sweetly and look beautifully.—Have you no other book but this?—I can not give you no more money.—We did no more but what we ought to do.—I never saw such a large crowd before.—She looked finely at the ball.—He said how he intended to buy a horse.—I will answer his letter so soon as I get it.—He did not play as well like his brother did.—He holily served God throughout his life.—Few cities in ancient days were as noted as Athens.

## LESSON LXVIII

## SYNTAX OF PREPOSITIONS.

270. RULE XXXVIII.—Prepositions are usually placed before the words which they govern. This rule is sometimes violated in poetry : as in, “thy deep ravines and dells *among*.”

(a) A preposition should be repeated after *and*, *or*, *nor*, in a clause of a sentence when a previous clause has the correlatives *both*, *either*, *neither*, followed by a preposition. “Mary is neither in the house nor the garden” should be, “Mary is neither in the house nor *in* the garden.”

(b) *Between* or *betwixt* is applied to *two*; *among* to *more than two*: as, “he divided the apples *between* the two boys;” “the booty was divided *among* the fifty thieves.”

(c) After certain verbs, *by* is used with a word denoting an agent, or living object; *with* before a word denoting an instrument or inanimate object: as, “he was slain *by* an assassin, *with* a dagger;” “he was accompanied *by* his friends;” “the book is illustrated *with* pictures.”

(d) Certain prepositions must follow certain words:—

access to	assure of
accord with (intransitive); to (transitive)	attain to
accuse of	averse to (when describing a feeling); from (when de- scribing an act or state)
acquaint with	banish from, to
acquit of	believe in; sometimes on
adapted to (a thing); for (a purpose)	bestow upon, on.
agreeable to	betray to (a person); into (a thing)
agree to (things); with (per- sons)	boast of
antipathy to (a thing); against (a person)	call on (a person); at (a place); for (a thing claimed); in (invite); upon (to pray to)
arrive at, in	change for (exchange); to (alter)
ask of (a person); for (a thing); after (what we wish to hear of)	compare to (as illustration); with (in respect of quality)
aspire to, after	complain to (a person); of (a thing)
associate with	
assent to	

<i>comply with</i>	<i>divested of</i>
<i>concede to</i>	<i>eager in, on, after, for</i>
<i>concur with</i> (a person) ; <i>in</i> (a measure) ; <i>to</i> (an effect)	<i>enamoured of</i>
<i>confer on</i> (give) ; <i>with</i> (converse)	<i>entrance into</i>
<i>confide in</i> (intransitive) ; <i>to</i> (transitive)	<i>exception against</i> (a person) ; <i>at</i> (a thing) ; <i>from, or to</i> (a rule or law)
<i>conformable to</i>	<i>exclusive of</i>
<i>consist in</i> (contain) ; <i>of</i> (made of); <i>with</i> (agree)	<i>expert at, in</i> (before a verbal noun)
<i>copy after</i> (a person) ; <i>from</i> a thing.	<i>fight for</i> (in defence of) ; <i>with</i> (a person)
<i>conversant with</i> (persons) ; <i>in</i> (affairs)	<i>foreign to</i>
<i>correspond with, to</i>	<i>founded on, upon</i> (a basis) ; <i>in</i> (truth or error)
<i>defend</i> (others) <i>from</i> ; (ourselves) <i>against</i>	<i>free from</i>
<i>demand of</i>	<i>full of</i>
<i>denounce against</i> (a person)	<i>glad of</i> (something gained by ourselves) ; <i>at</i> (something that befalls another)
<i>depend upon, on</i>	<i>grateful to</i> (a person) ; <i>for</i> (favours)
<i>deprive of</i>	<i>impose upon</i>
<i>derogate from</i>	<i>independent of</i>
<i>derogatory to</i>	<i>indulge in</i> (habitual) ; <i>with</i> (occasional)
<i>despair of</i>	<i>inseparable from</i>
<i>despoil of</i>	<i>insist upon</i>
<i>die of</i> (a disease) ; <i>for</i> (instead of, for the sake of)	<i>inspection into</i> (prying) ; <i>over</i> (superintendence)
<i>differ from</i> (a person or thing in quality) ; <i>with</i> (a person in opinion)	<i>intent upon, on</i>
<i>diminish from</i>	<i>introduce into</i> (a place) ; <i>to</i> (a person)
<i>diminution of</i>	<i>intrude into</i> (a place enclosed) ; <i>upon</i> (a person, or thing not enclosed)
<i>disagree with</i> (a person) ; <i>to</i> (a proposal)	<i>liberal of</i> (what is given)
<i>disappointed in</i> (what is had) ; <i>of</i> (what is not had)	<i>listen for</i> (expected sound) ; <i>to</i> (present sound)
<i>disapprove of</i>	<i>live at</i> (a place) ; <i>in</i> (a state, or place) ; <i>upon</i> (food) : <i>up to</i> (rules) ; <i>with</i> (a person)
<i>discontented at</i> (not meeting with the expected objects) ; <i>with</i> (a possession)	<i>look on, at</i> (regard) ; <i>for</i> (what is lost or expected) ; <i>to</i> (guard) ; <i>upon</i> (gaze at) ; <i>after</i> (watch)
<i>discourage from</i>	<i>made of</i> (material) ; <i>for</i> (a purpose)
<i>discouragement to</i>	<i>martyr for</i> (a cause) ; <i>to</i> (a disease)
<i>disgusted at, with</i>	
<i>dislike to</i>	
<i>dispose of</i>	
<i>disposed to</i>	
<i>dispossess of</i>	
<i>dissent from</i>	
<i>distinct from</i>	

mistrustful of	reduce (subdue) under ; in
need of	other cases, to
obedient to	reflect on, upon
object to or against	regard for
observance of	rely on
operate on, upon.	remonstrate with (a person) ;
opposite to	against (a thing)
overwhelm with (a feeling) ;	repent of
by (an agent)	reproach with
partake of	rest from (cease) ; in (acqui-
participate in	esce) ; on, upon (lean,
penetrate into	repose)
persevere in	resolve on
prefer to, above, over	respect (verb) to ; (noun) for,
prefix to	to
prejudice against	restore to
preside over	rich in
prevent from	rid of
prevail over, against (con-	rob of
quer) ; on, upon, with (over-	rule over
come)	similar to
prey on, upon	strive for (an object) ; with,
productive of	against (a person or ob-
profit by	stacle)
protect (others) from ; (our-	swerve from
selves) against	struggle with
pronounce on (a thing) ;	suitable to
against (a person or thing)	taste for (inclination) ; of
provide for (watch the inter-	(morsel, flavour)
ests of) ; with (supply) ;	think of, on
against (try to prevent)	thirst for, after
proud of	true to, of
purge away, of	unite to (transitive) ; with
quarrel with	(intransitive)
reckon on, upon	wait for (something expect-
reconcile (make friends) to ;	ed) ; on (a person)
(make consistent) with	weary of
	worthy of

## EXERCISE LXX.

Correct the syntax of the following sentences :—

Divide these candies between James and his sisters.—The man was resolved in going home.—He was very liberal with his money.—He died for thirst.—Long ago I have repented for the crime with which I am now accused.—His works were conformable with all the rules of correct writing.—The general was attend with a large retinue which consisted in

recruits.—We all have need of some one on whom we can confide.—The stream is full with black bass.—Here travellers were surrounded with a troop of monkeys.—He was wholly dependent of his father.—Here is a life of Johnson, accompanied by copious extracts from his writings.—The Romans reduced the whole world to their own power.—He was cover-sant with that science.—He was very averse from the war.—There is no need for your going.—He was agreeable with that request.—Every man should make his practice conform with his teaching.—He had a taste in such studies.—He died a martyr to christianity.—He was overwhelmed with the waves.—The change is to the better.—The wisest princes need not think it any diminution to their greatness, or derogation to their sufficiency, to confide on their advisers.—He paid no regard of his father's advice.—My departure is attended by many misgivings.—Get rid from such ideas, or people will be disgusted by you.—The book is well adapted to the purpose of teaching.—I am glad for our success yesterday.—He objected from the decision of the judge.—He was very intent in doing, carrying out his plans.—We are overwhelmed by sorrow.—How do you reconcile his profession to his conduct?—I am compelled to differ from you in this opinion.—These two boys have no resemblance with each other.—The man was very different then to what he is now.—You have bestowed your favours to the most deserving.

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## LESSON LXIX

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### SYNTAX OF THE CONJUNCTION.

271. Certain conjunctions are used in contiguous clauses as correlatives : as, *though . . . yet*; *both . . . and*; *either . . . or*; *whether . . . or*; as, “*though he is poor, yet he is respectable.*”

(a) In poetry *and . . . and* is often used for *both . . . and*; *nor . . . nor*, for *neither . . . nor*; as, “*and trump and timbrel answered keen;*” “*stout Deloraine nor sighed nor prayed.*”

(b) When the two parts of a sentence are disjoined and the first contains *not*, the second is introduced either by *or* or by *nor*; as, “*we will not serve thy gods nor worship the golden image.*” *Or* may be used for *nor*: and the negative *not* will then affect both clauses.

(c) Do not use *if* for *whether*; *but* for *than*, after *else*, *other* or *otherwise*. “Do you know *if* the train will start soon,” should be, “*whether* the train will start soon;” “there is no *other* way of pleasing some people *but* by flattering them” should be, “*than* by flattering them.”

(d) Verbs of *doubt*, *deny*, *fear*, should not be followed by *but*, *but that*, *but what*, for *that*. *Lest* after a verb of *fear* stands for *that not*.

(e) *Either . . . or*; *neither . . . nor* should not be used to unite more than two statements: as, “neither in England, in America, nor in Germany does this custom prevail,” should be, “this custom does not prevail in England, America, or Germany.” “These rules should be kept in mind as aids either for speaking, composing, or parsing correctly,” should be corrected by omitting *either*.

(f) *That* should be used with a finite verb after *such*, *so*, expressing a consequence: as, “he is *so* good *that* all praised him;” “the change is *such* *that* anyone may perceive it.”

### EXERCISE LXXI.

*Correct the syntax of the following sentences:—*

There is no doubt but that he is guilty.—Neither he nor his brother is as large as George.—Nothing else pleases him as much as flattery.—Can you tell me if he has gone home—This is none other but the house of God.—He is such a great man, there is no speaking to him.—I demand neither place, pension, or any other reward whatever.—I have no doubt but you can help him.—He will not believe but what I am to blame.—I was afraid but you would be offended.—It is so clear as I need not explain it.—He never doubts but that he knows their intentions.—I do not deny but he has merit.—He was neither in the house, the garden, nor the barn.—These savages seemed to do nothing else but fight.

## LESSON LXX

## CLEARNESS.

272. Clearness consists in accurately expressing the meaning intended. To attain this :

- (a) Avoid ambiguous expressions : as, “*our reproof* had its intended effect.” This may mean either “the reproof we gave ;” or, “the reproof given to us.”
- (b) Do not make the same pronoun refer to different objects in the same sentence : as, “the clerk told his master, whatever he did, he could not please him.” In this sentence *his* stands for *clerk’s* ; *he*, for *clerk* ; *him*, for *master*.
- (c) Insert all words that are necessary to convey the sense : as, “there was a man was struck by a ball.” Supply *who* before *was*.
- (d) Place words and clauses as near as possible to the words to which they relate : as, “have you read Milton’s work, the great Epic poet” should be, “have you read the work of Milton, the great Epic poet ; “the man was digging a well with a cap on his head,” should be, “the man with a cap on his head was digging a well.”

## EXERCISE LXXII.

*Correct the syntax of the following sentences :—*

He blew out his brains after bidding his wife good-bye with a gun.—Erected to the memory of John Philips accidentally shot as a mark of affection by his brother.—The Board of Education has resolved to erect a building large enough to accommodate 500 students three stories high.—One of the combatants was hurt, and the other sustained a wound in the arm of no importance.—A piano for sale by a lady about to cross the ocean in an oak case with carved legs.—A master who is essentially a crammer could not be prevented from continuing to cram by any power on earth.—He was an unquestioned man of genius.—We have already been informed of the sale of Ford’s Theatre, where Mr. Lincoln was assassinated, for religious purposes.—The beaux of that day used the abominable art of painting their faces, as well as the women.—He was driving away from the church where he had been married in a coach and six.—John Keats, the second of four children,

like Chaucer and Spencer, was a Londoner.—I never remember the trees so richly coloured.—Rats and gentlemen caught and waited on and all other jobs performed by Solomon Grundy. —The man's orders were clearly laid down.—The farmer went to his neighbor, and told him that his cattle was in his field. The horse is ploughing with a switch tail. The mariner's compass was Gioja's invention, a celebrated mathematician of Naples.

## EXERCISE LXXIII.

## General Review.

(a) *Correct or justify the syntax of the following sentences :—*

These books are Anderson's clerk's wife's brother's.—A diphthong consists of two vowels, forming one sound.—The jury was not unanimous, and so the judge allowed it to separate.—Whom do you suppose he was?—The new and old house were both burnt.—It was the same man who we saw yesterday.—Which is the brightest of these two stars?—A rose by any other name would smell as sweetly.—They were both fond of one another.—How much more elder art thou than thy looks.—There were no less than five persons concerned in the robbery.—These are the six first lines in *Paradise Lost*.—I like it better than any.—Well is him that hath found prudence!—I cannot tell if it be wise or no.—None but the brave deserve the fair.—This is in reality the easiest subject of the two.—He does not play, or sing, or do anything he is told.—We pledge ourselves that our future actions will be in accordance with our vows.—He was no sooner out of the wood but he beheld a glorious scene.—Avoid such games which require much time. Neither precept nor discipline are so forcible as example.—Are either of these three men your friend?—There is none of my uncle's marks on you.—Homer, as well as Virgil, were studied on the banks of the Rhine.—I am a plain blunt man that love my friend.—A great and a good man looks beyond time.—Art thou the man that comest in dyed garments?—Ph have the sound of f in philosophy.—It is her talents, not her beauty, that attracts attention.—It, as well as the lines immediately following, defy all translation.—I observed that love constituted the whole moral character of God.—Half a dozen of boys was packed into a little room.—To this lady he presented David as his mother.—Of all others he is the ablest man they have.—This man with his boys were notorious robbers.—Be governed by your conscience, and never ask nobodies' leave to be honest.—There is sometimes more than one auxiliary to the verb.—The greater part of their captives were ruthlessly sacrificed.—Nothing but clearness and simplicity are desirable.—He bought one of the best Spanish horses that ever was seen.—Evan was another

sort of a man.—These sort of fellows are very numerous.—Were you not affrighted, and mistook a spirit for a body?—If he should succeed, he will not be the happier for it.—A proper diphthong is where both the vowels are sounded together.—I was scarce sensible of the motion of the coach.—His prejudice to our cause warped his judgment.—The verse consists of from two to six feet. Such were the difficulties with which the question was involved.

(b) Combine the following into compound and complex sentences so as to form a continuous narrative:—

Lake Ontario belongs to a chain of lakes. These lakes lie between Canada and the United States. Lake Ontario receives the waters of the Niagara River. The Niagara River flows from Lake Erie into Lake Ontario. The waters of Lake Ontario flow into the St. Lawrence. Near the mouth of the Lake are the Thousand Islands. The Thousand Islands are noted for their scenery. Lake Ontario is 190 miles long. It is 55 miles wide in its widest part. It is sufficiently deep throughout for vessels of the largest size. It has many thriving ports on its shores. The shores are generally flat. The chief towns in Canada on its shores are Kingston, Port Hope, Cobourg, Toronto, Hamilton. In the United States, Oswego and Sackett's Harbour are on its shores. The Welland Canal connects Lake Erie and Lake Ontario. Burlington Bay is a large basin at the western end of the lake. Hamilton is built on Burlington Bay.

## LESSON LXXI

### ON THE USE OF CAPITAL LETTERS.

273. A capital letter begins—

I.—The first word of every sentence. “Despots govern by terror.”

II.—Proper names, and titles of office, honour, and respect: as, *Rome*, *Mr. Chairman*, *Dr. Wilson*, *Sir*.

(a) Adjectives, and common nouns, joined to proper nouns for the purpose of expressing a title: as, *Alexander the Great*; *King Alfred*; *William the Conqueror*.

(b) A title without a proper noun attached, if the title is used as the name of the person addressed: as, “*O King, live for ever*.”

(c) The words *mountain*, *river*, *gulf*, &c., attached to a proper noun with or without a preposition between them: as, “*the Mississippi River*;” “*the Gulf of Guinea*;” “*Hudson Bay*;” “*the Bay of Biscay*.”

(d) The words *north*, *south*, *east*, *west*, and their compounds, as, *north-east*, when referring to certain districts of a country, or the people that inhabit them: as, “*the South* will oppose this bill.” When these words express simply direction, they begin with a small letter.

(e) *Heaven* used in the singular, and signifying the abode of the blest: as, “*let Heaven be my goal*.” In the plural, it signifies the *sky* and begins with a small letter: as, “*the heavens were clouded*.”

(f) The names of the days of the week, and the months of the year: as, *Monday*, *January*. The names of seasons begin with a small letter, as, *summer*.

**III.**—All adjectives formed from proper nouns, or expressing religious sects: as, *English*, *American*, *Catholic*, *Methodist*. A few adjectives, derived from proper nouns, begin with a small letter: as, *epicurean*, *stoic*, *stentorian*. Such adjectives denote a quality.

**IV.**—Common nouns when vividly personified: as, “O Death! where is thy sting?”

**V.**—The first word of every line of poetry: as in

“Now fades the glimmering landscape on the sight,  
And all the air a solemn stillness holds,” &c.

**VI.**—All names of the Deity, and the personal pronouns *he* and *thou* when standing for His name: as, *God*, *Almighty*, *Eternal*, *Supreme*, *Providence*. Some of these words used in a different sense, are common nouns: as, “*the god of wine* was called *Bacchus*;” “*the providence* (foreseeing care) of God directs every event.”

**VII.**—The first word of a direct quotation: as, “Remember the old maxim, ‘Honesty is the best policy.’”

**VIII.**—Every noun, adjective and verb, in the titles of books and headings of chapters: as, “*Gibbon’s Decline and Fall of the Roman Empire*.”

**IX.**—The pronoun **I** and the interjection **O**.

**X.**—Words denoting well-known events, historical eras, noted written instruments, extraordinary physical phenomena: as, the *French Revolution*, the *Augustan Era*, the *Bill of Rights*, the *Gulf Stream*.

## EXERCISE LXXIV.

(a) *Apply the preceding rules to the correction of the following sentences :—*

a Stoical indifference characterized Cato in his disregard of life.—war, grim war, unfurls his blood-stained flag.—The coldest Months of Winter are january, february, and march.—The ural mountains separate asia from Europe.—The amazon is the longest River in the World.—Most of the french peasants are noted for their frugal habits.—the north american Continent was once peopled by Tribes of wandering indians —Edward the black prince, was a son of Edward the third.—Sir william herschel was born in 1738, at hanover, in germany.—last tuesday the wind was North.—iceland belongs to denmark.—The reign of queen anne is called the augustan Era of English literature.—allison's essays on “the nature and principles of taste” are well known. The wars of the roses devastated England.— The norman conquest introduced chivalry into England.—whither, oh whither, can i go?—how comprehensive is the providence of god !

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## LESSON LXXII

## PUNCTUATION.

274. Punctuation is the art of dividing written language into sentences, clauses, and propositions, so as to convey the sense with greater clearness.

The following are the chief marks of punctuation employed in English :

- I.—Comma ,
- II.—Semicolon ;
- III.—Colon :
- IV.—Period .
- V.—Interrogation ?
- VI.—Exclamation !

- VII.—Dash —
- VIII.—Apostrophe ’
- IX.—Hyphen -
- X.—Parenthesis ( )
- XI.—Quotation mark “ ”

## I.—THE COMMA.

275. I.—The comma is used to separate—

(a) An appositive clause from the rest of the sentence : as, “Cicero, the Roman orator, was murdered at Caieta.” If there is a close connection between the two nouns, the comma is omitted : as, “the River Rhine;” “the Altai Mountains.”

(b) The persons in the nominative of address from the rest of the sentence : as, “and thou, too, Brutus.”

(c) Successive pairs of connected words from each other, and generally from the words following : as, “men and women, friends and enemies, monks and prebendaries, were crumbled amongst one another.”

(d) Three or more words of the same kind not coupled by *and* : as, “large, gentle, deep, majestic king of floods;” “fortune, fame, power, life, have made themselves a star.”

(e) A direct quotation closely connected with the introductory matter : as, “Dr. Watts says, ‘always read with a design to lay your mind open to the truth.’”

(f) An adjective clause when not restrictive : as, “the Romans, having conquered the whole world, were unable to conquer themselves.”

(g) Emphatic adverbs and adverbial clauses from the rest of the sentence : as, “yes, the appointed hour has come;” “the Romans having conquered the whole world, freedom of thought and action became extinct.”

(h) Parenthetic words and phrases from the rest of the sentence : as, “I shall not, however, enter upon such a theme;” “it proceeds, in a great degree, if not altogether, from ignorance.”

(i) Words to mark the omission of *and*, *nor*, *or*, or of a verb previously used : as, “neither James, William, nor Henry was here;” “conversation makes a ready man ; writing, an exact man.”

(j) An inverted clause from what follows : as, “of the five races, the Caucasian is the most enlightened.”

(k) An equivalent explanatory clause introduced by *or* from the rest of the sentence : as, “the period, or full stop, denotes the end of a complete sentence.”

(l) Words or clauses contrasted form the rest of the sentences : as, "*they were the trustees, not the owners, of the estate.*"

(m) Words repeated for the sake of emphasis form the rest of the sentence : as, "*verily, verily, I say unto you.*"

(n) Clauses of comparison : as, "*as the sun dispels the darkness of earth, so is the gloom of the heart dispelled by the cheering star of hope.*"

(o) After a logical subject of a sentence, when the sentence ends with a verb : as, "*those who persevere, will succeed.*"

(p) Before *and, or, but, that* (= *in order that, so that*), connecting short clauses : as, "*he is not here, but his father is.*"

### EXERCISE LXXV.

*Apply the previous rules on the use of capitals, and on punctuation, to the correction of the following sentences :—*

James however is not here.—Columbus the discoverer of America was a native of Genoa.—Wait a moment my boy.—Diligence is the mother of success ; laziness of failure.—He came either on Wednesday Thursday or Friday.—Lord Dufferin the author of "letters from high latitudes" was sometime ambassador at the court of turkey. Industry and virtue idleness and vice go hand in hand.—True ease in writing comes from art not chance.—If the premises were admitted I should not deny the conclusion. Sailors who are generally superstitious say it is unlucky to embark on a friday. I shall thus at least prove this.—This is too warm work Hardy to last long.—To err is human ; to forgive divine. At daybreak the combined fleets were distinctly seen from the the Victory's deck formed in a close line of battle ahead on the starboard tack about twelve miles to leeward and standing to the south. He is so unwell weak and exhausted that he cannot work. Lend lend your wings I mount I fly. Without books justice is dormant philosophy lame literature dumb and all things involved in darkness. Remember the favours you receive not those you confer. I have just read Goldsmith's "traveller ; or a prospect of Society."—Lord byron the author of "childe harold" and william wordsworth the author of the "excursion" are favorite poets.—To the poor we should be charitable.

## LESSON LXXIII

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**276. II.**—A **semicolon** is introduced to mark a pause longer than that usually marked by a comma.

A semicolon is used to separate—

(a) The members of a contrasted sentence unless the connection is very close : as, “straws swim on the surface ; but pearls lie at the bottom.”

(b) The great divisions of sentences, when minor divisions occur that are separated by commas : as, “mirth should be the embroidery of conversation, not the web ; and wit, the ornament of the mind, not the furniture.”

(c) The first main member of a sentence from the second when the latter is added as an inference, or explanation : as, “folly and iniquity, as every day shows, are inseparable associates ; and the first seldom, if ever, fails to reward the labours of the second.”

**277. III.**—A **colon** is used to indicate a pause longer than that indicated by a semicolon.

A colon is used to separate—

(a) An independent sentence containing a quotation, from the rest of the sentence : as, “the Arabians have a proverb which runs thus: ‘Examine what is said, not him who speaks.’”

(b) The several heads into which a subject is divided, or a specification of any kind, from the rest of the sentence, as, “three properties belong to wisdom : nature, learning and experience.”

(c) The members of a compound sentence, when there is no conjunction between them and the connection is slight : as, “never flatter people : leave that to such as mean to betray them.”

**278. IV.**—A **period** is used to indicate a pause longer than that indicated by a colon.

A period is used—

(a) After every declarative and imperative sentence : as, “Honesty is the best policy.” “Fear God.”

(b) After every abbreviated word : as, Dr. Daniel Wilson, L. L. D. ; T. B. Porter, Esq.

### EXERCISE LXXVI.

Punctuate the following sentences with the *comma*, *semicolon*, *colon* and *period* :—

Their arguments their tears their eloquence were ineffectual  
 High hills rocks and banks formed the borders of this enchanting  
 sheet of water Chaucer most frequently describes things  
 as they are Spence as we wish them to be Shakspeare as they  
 would be and Milton as they ought to be We have three great  
 bulwarks of liberty schools colleges and universities The  
 duties of man are twofold first those that he owes to his  
 Creator secondly those due to his fellow men The porcupine  
 is fond of climbing trees and for this purpose he is furnished  
 with very long claws Lord Bacon has summed up the whole  
 matter in the following words a little philosophy inclineth  
 men's minds to atheism but depth of philosophy bringeth  
 men's minds to religion The true order of learning should be  
 first what is necessary second what is useful and third what  
 is ornamental

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### LESSON LXXIV

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279. V.—An **interrogation point** is placed after every direct question : as, “when shall you return ?”

280. VI.—An **exclamation point** is placed after words, phrases, clauses, or sentences that express strong emotion : as, “What a piece of work is man ! how noble in reason ! how infinite in faculty ! in form and moving, how express and admirable ! in action, how like an angel ! in apprehension, how like a god !”

281. VII.—A **dash** is used—

(a) To mark a pause when a word is repeated with an explanation : as, “Moore is a true poet—a poet that holds up to his readers a faithful mirror of the passions of the human heart.”

(b) To mark an abrupt turn in the sentence : as, "She wrote the words—she stood erect—a queen without a crown."

(c) To mark a parenthetical clause : as, "approach and read—for thou canst read—the lay."

(d) To supply the place of letters, or words omitted : as, "he called on Mr. B—, residing at No.—Queen Street."

(e) To supply an omitted *to* : as, page 10 — 25 : Acts, X. 1 — 8.

**282. VIII.**—An apostrophe is used so mark the omission of one or more letters as, *e'en* for *even*; *tho'* for *though*; *I'll* for *I will*.

**283. IX.**—A hyphen is used—

(a) At the end of a line when a word is divided.

(b) Between two words, to form a compound when the union is incomplete : as in, *laughter-loving*, *good-natured*. In such cases both parts are emphasized. When the union is complete the accent falls on the modifying part and no hyphen is used, as in, *lapdog*, *watchman*.

**284. X.**—Marks of parenthesis are used to enclose subordinate words which explain, modify, or add to, the leading proposition of a sentence : as, "are you still (I fear from the turn of your letter you must be) troubled with these apprehensions ?"

**285. XI.**—Quotation marks are used to enclose the exact words quoted from an author or speaker : as, "quick ! quick !" shrieked the exhausted hunter.

Single marks ( ' ) are used to mark a quotation within a quotation : as, "Again he saith, 'Rejoice, ye Gentiles, with his people.' "

## EXERCISE LXXVII.

*Punctuate the following sentences :—*

They often asked me why do you weep Pilate's question what is truth has been asked by many a candid inquirer Such is the uncertainty of life and Oh how seldom do we realize it Who is here so base that would not be a Roman O virtue how noble how lovely thou art So I am with you always The question what is conscience has occupied the attention of the wisest philosophers O Father Supreme protect us from these dangers He was and this remark I make advisedly quite sincere He lives at No 19 Queen Street Shall I who have spent my life in the camp I who have shed my blood in defence of my country I who am a soldier by experience as well as by profession shall I compare myself with this flaunting captain His friends however and every man has his friends perfectly understood him.

## LESSON LXXV

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286. **Composition** is the art of expressing our thoughts correctly, clearly, and pleasantly, so as to make them readily understood. The language in which we clothe our thoughts is called *style*. Though each author will have his own individual style, there are certain properties which every style should possess.

With regard to *words*, **purity**, **propriety** and **precision** should be observed.

287. **Purity** consists in the use of such words as are used by the best writers and speakers. Every violation of this rule is called a *barbarism*.

*Barbarism* consists in the use of—

(a) Obsolete words, *i.e.*, such as have gone out of use : as, *hight* (called), *behest* (command), *whilom* (formerly), *cleped* or *clept* (called), *erst* (formerly), *peradventure* (perhaps), *beholden* (bound), *phantasy* (old form of *fancy*), *sith* (since), *irks* (wearies), *wist* (know), *wot* (knew). Many others might be mentioned. Though found occasionally in poetry, these are not recognized in good prose.

(b) *Provincial* or *slang expressions*. These are often found in comic or satirical writing, but are to be avoided in good prose. Of these the following may be mentioned : *boss*, *bosh*, *rot*, *transmogrify*, *pell-mell*, *helter-skelter*, *topsy-turvy*, *he was sat upon*, *he won by a fluke*, *he was plucked at the examination*, *he smells a rat*, *he sées with half an eye*.

(c) *Technical terms* are often improperly used. It is correct to say, “*ventilates a building*,” but not, “*ventilates an opinion*.” Avoid such expressions as, *to telescope a train*, *to wire a message*, *to do some log-rolling*, *axe-grinding*, *on a committee*, *to bring him to book*.

(d) Foreign words and phrases : as, *bagatelle* (trifle), *beau-monde* (fashionable world), *coup d'etat* (stroke of state policy), *politesse* (politeness).

(e) Coining words contrary to analogy : as, *walkist*, *scientist*, *donate*.

## EXERCISE LXXVIII.

*Correct the words in italics in following sentences :—*

He tried to *bamboozle* his hearers with the sheerest *rot*. Such a sight was enough to *dumfounder* any man. One sees with *half an eye* what *ails* the sentence. He tried to *curry* favour with the government. He *danced attendance* on her wherever she went. This weather is enough to give a man *the blues*. He tried to *log-roll* the bill through the House. The game was won by a *fluke*. He was *brought to book* for his conduct. He is a fast *walkist*. *Whilom* in Albion's isle there dwelt a youth. He was *sat upon* by the rest of the members. He was *plucked* at the examination. He tried to *ventilate* his peculiar views. It *irks* me to tell it again. The *boss* was trying some *wire-pulling* when he *donated* the money. His *behest* was obeyed. He *excurred* a day or two and *getting short* of funds he *burglarized* a store. The news was *wired* to his wife who *railed* to him at once. The admirers of Lincoln are always *resurrecting* some anecdote of his career.

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## LESSON LXXVI

288. Propriety consists in choosing between words which are *synonymous*, or between words which resemble each other in appearance or in sound, but which differ in application or meaning. Propriety is violated by the want of discrimination between *synonymous* words. True synonyms are rare in any language. Exactness in writing is greatly due to a proper distinction between the shades of thought, which a word conveys.

A few synonyms are here given—

(a) *Discover*, to find out what before existed; *invent*, to combine things in such a way as to produce an effect before unknown.

(b) *Idle* is applied to one who spends his time in frivolties; *indolent*, to one who has a dislike to activity.

(c) *Learn*, to receive instruction; *teach*, to give instruction.

(d) *Authentic* is applied to historical documents, news, etc. which are considered worthy of belief as regard the subjects of which they treat ; *genuine* refers to the work as being of the reputed author.

(e) *Empty* is said of that which has nothing in it ; *vacant*, that which requires something to be put into it.

(f) *Pleasure* is a temporary enjoyment derived from the senses ; *happiness*, a continued state of inward enjoyment.

(g) *Avenge* is to punish an evil done to another ; *revenge*, to return evil for evil done to ourselves.

(h) *Observance* is to keep a law or rule by performing what the law or rule enjoins ; *observation* is to keep a fact in the mind.

(i) *Ancient*, what is not modern ; *antique*, what is not new fashioned.

(j) *Negligence* is the habit of leaving undone ; *neglect* is the leaving an act undone.

(k) *Courage* enables us to act in the face of danger ; *fortitude*, to endure pain, grief, etc.

(l) *Conscience* is the faculty by which we distinguish right from wrong ; *consciousness* is our being aware of anything.

(m) *Custom* is applied to things done by the majority ; *habit*, to those done by individuals.

289. Propriety is also violated by carelessness as to the meaning of a sentence : as in, “one man was so injured that his *death* was despaired of.” Say, *life*.

### EXERCISE LXXIX.

*Correct the following sentences :—*

He had not the fortitude to meet the danger. He stood prostrate at the foot of the throne. He had the custom of sleeping in church. Harvey invented the circulation of the blood. He could not summon up courage to undergo the operation. He effected a great reform in temperance. The bird escaped through his neglect. He learned the boy geometry. Lost, a large Spanish blue gentleman’s cloak. The conscience of his ability led him to undertake the task. Sir Walter Scott’s “History of Napoleon” is not genuine. Columbus invented America. The observation of the Sabbath is a trait in all Christian countries. All Christian nations have the habit of observing the Sabbath. Newton invented the laws of gravitation. Victor Hugo’s account of battle of Waterloo is not genuine.

## LESSON LXXVII

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290. With regard to **composition**, sentences are divided into—

(a) The *loose* sentence, that is, one which forms complete sense at several stages. A sentence of this kind is generally less pleasing than a *periodic* one, for the unexpected continuation of details is apt to produce a sensation of disappointment.

**EXAMPLE OF A LOOSE SENTENCE.**—“We came to our journey’s end at last with no small difficulty, after much fatigue through deep roads and bad weather.”

In this sentence we may stop at *end*, *last*, *difficulty*, *fatigue*, *roads*.

(b) The *periodic* sentence is one in which the meaning is suspended to the close. The sentence above may be made periodic by arranging it thus : “At length, after much fatigue, through deep roads and bad weather, we came with no small difficulty to our journey’s end.”

(c) *Long* and *short* sentences. Each of these has its own advantages. The short sentence is generally the easiest to understand, while the long sentence affords more room to expand the sense, and allows us greater scope to introduce harmony and cadence into the arrangement of the words. A pleasing variety is produced by avoiding a succession of sentences of the same length.

(d) The *balanced* sentence. When the different clauses of a compound sentence are similar in form, they are said to be balanced : as, “he remits his splendour, but retains his magnitude ; he pleases more, though he dazzles less.”

## EXERCISE LXXX.

Change the following *loose* sentences to *periodic* ones :—

The world is not eternal, nor the work of chance.—He was often honoured by his fellow citizens, but the greatest part of his life was spent in retirement.—The vines afforded a delightful fruit and a refreshing shade.—Any of these may be useful to the community, and pass through the world with the reputation of good purposes and uncorrupted morals, but

they are unfit for close and tender intimacies.—Shaftesbury's strength lay in reasoning and sentiment more than in description ; however much his descriptions have been admired.—It cannot be too highly impressed on the minds of the young that application is the price paid for mental acquisitions.—We arrived safe at York, which is a fine old town, after a long and tedious journey, the last part of which was a little dangerous owing to the state of the roads.

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## LESSON LXXVIII

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### THE SENTENCE.

291. Every sentence should possess **clearness, strength, harmony, and unity.**

By **clearness** is meant that the exact sense intended by the writer is conveyed to the reader. **Clearness** is attained by—

(a) *Simplicity*, or the use of plain words easily understood by the reader. Avoid such words or phrases, as, *ovation* for *welcome* ; *vituperation* for *abuse* ; an *eminent horticulturist* for a *good gardener* ; the *bright luminary of day* for the *sun*.

(b) *Brevity*, or the use of the shortest method to convey fully our meaning. *Brevity* is violated by :

(1) *Tautology*, or saying the same thing twice over when we gain nothing by so doing. In the sentence, “*they returned back again to the same city from whence they came forth*,” the words in *italics* add nothing to the meaning.

(2) *Pleonasm*, or adding something which is involved in what has already been said, as “*the heavens above*,” “*we have seen with our eyes, we have heard with our ears*.”

(3) *Verbosity*, or the repetition of numerous and insignificant details in a sentence. Long sentences should be avoided by the beginner, unless the members comprising them are clear and distinct in meaning.

*Obscurity* is opposed to *clearness*. The meaning of a sentence may be obscured—

(1) By the improper abuse of Ellipses : as, “he was inspired

with a true sense of that office," should be, "he was inspired with a true sense of the importance of that office."

(2) By a faulty arrangement : as, "here is a horse ploughing with one eye" should be, "here is a horse with one eye ploughing."

(3) By the use of an *ambiguous* word : as, "his presence was against him" may mean either, "his behavior, or his appearance, was against him."

### EXERCISE LXXXI.

(a) *Use a simpler expression for the words in italics in the following sentences :—*

The *lunar effulgence* shed a *luminous radiance* over our path. He died in *extremely indigent circumstances*. The *glacial remnants* were *visible* on the *surface* of the water. He was *obliterated* from the *affections* of his dearest friends. Here we discovered a *spacious cavern* which *afforded us sufficient protection* from the *inclemency* of the *elements*. He took a retrospective view of his *previous life*.

(b) *Show wherein the following sentences violate brevity :—*

Let us look for a moment at the past history of that people. He restored the man to his position again. The most entire satisfaction was given. The house was four square with a circular round plot before the door. This is the universal opinion of all men. He took a walk amid the umbrageous shade of the sylvan wood. The first rudiments of sense are wanting. Many offered voluntarily to be of the number. The whole sum total amounts to this. Thus was was our unanimous opinion.

(c) *Show wherein the following sentences are ambiguous :—*

He had a certain property in town. We have a right to destroy such animals as are deadly. The composition was overlooked by the master. I did not speak yesterday as I wanted to have done. I like nothing but what you do.

## LESSON LXXIX

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### THE SENTENCE.

292. By **strength** is meant that the ideas in a sentence should be expressed not only clearly, but also vividly and impressively, so as to command attention.

*Strength* is attained by—

(a) *Conciseness*, that is, by pruning the sentences of all words that contribute nothing to bring out the meaning. In the following sentences the words in *italics* add nothing to the meaning of the sentence, and should be omitted, if strength is aimed at. “*Being* satisfied with what he has achieved, he attempts nothing further.” “*If I had not been absent*, if I had been here, this would not have happened.” “The first discovery of it strikes the mind with joy, *and spreads delight through all its faculties*.”

(b) By the omission of unimportant conjunctions, *and*, *or*, *nor*, and of needless phrases, as in, “*there are few that know this*.” Say, “*few know this*.”

(c) By a skilful arrangement of words. Place emphatic words at the beginning or at the end of a sentence, use the *periodic* and *balanced* sentence when you wish to write effectively.

293. By *Harmony* is meant that agreeable flow of words that pleases the ear.

*Harmony* is violated by—

(a) The use of long derived words, as, *shamefacedness*, *unsuccessfulness*, *unmistakably*, *meteorological*.

(b) The use of a word containing a succession of abrupt consonant sounds : as, *strik'st*, *found'st*, *strengthened*, *disrespect*.

(c) The use of a word ending with a succession of unaccented syllables, as, *derogatorily*, *niggardliness*, *miserableness*.

(d) By a succession of repeated sounds, as, “we went *in* an enormous car.”

(e) By using a succession of words of the same number of

syllables : as, " no kind of joy can long please us " say, " no species of joy can long delight us."

(f) The use of short, abrupt, unemphatic adverbs and prepositions, as, *up*, *to*, *for*, &c., at the end of a sentence.

### EXERCISE LXXXII.

(a) *Correct the following sentences deficient in strength :—*

He was a man of fine reputation and enjoyed the respect of his fellow citizens.—The upright man will be esteemed, and trusted, and respected, and relied upon.—Shakespeare is a man of profound genius and whose bold and striking thoughts will be admired in every age.—It is a principle in religion that we should not revenge ourselves on our enemies or take vengeance on our foes.—He was one of the most remarkable and distinguished men that we read about in history.—It is impossible to behold the scene with coldness or indifference, or to survey so many beauties in it without a secret satisfaction.

(b) *Correct the following sentences deficient in harmony :—*

This is the principle I referred to.—It is a gross neglect of duty, to say the least.—Avarice is a crime which many are guilty of.—He was peremptorily rebuked for the mischievousness of his behaviour.—I have made arrangements for forwarding four bales of goods.—The scene is laid on an inland lake.—In an analogous case this might be different.—Sober-mindedness and shamefacedness are considered by many men an evidence of virtue.—Study to unite with gentle firmness pleasing manners.—Tediousness is the most fatal of all his faults.—He confessed with humility the sterility of his fancy and the debility of his judgment.

## LESSON LXXX

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### THE SENTENCE.

294. By **unity** is meant that a sentence should have but one principal assertion. A sentence may contain several parts, but these parts should be so bound together as to convey the impression of *one* main fact. Unity is attained—

(a) *By shifting the scene and subject as little as possible.* In the sentence, “After we came to anchor, *they* put me on shore, where *I* was welcomed by all my friends, *who* received me with the greatest kindness,” the unity is destroyed by shifting the scene, and changing the subject. The *putting on shore* completed one act, and what follows should have made a new sentence. Say, “After we came to anchor, they put me on shore. Here all my friends welcomed me and received me with the greatest kindness.”

(b) *By avoiding the introduction into a sentence of things that have no connection.* “Tillotson died in this year. He was exceedingly beloved both by King William and by Queen Mary, *who nominated Dr. Tennison, Bishop of Lincoln, to succeed him.*” In the latter sentence, we have a sudden transition, in no way connected with the previous part. Make a new sentence : “Dr. Tennison, Bishop of Lincoln, was nominated to succeed him.”

(c) *By avoiding long parenthetical clauses.* “The quicksilver mines of Idria, in Austria, (which were discovered in 1797, by a peasant, who catching some water from a spring, found the tub so heavy that he could not move it, and the bottom covered with a shining substance which turned out to be mercury) yield, every year, over three thousand pounds of that valuable metal.” This may be corrected by saying, “The quicksilver mines of Idria, in Austria, were discovered by a peasant in 1797. Catching some water from a spring, he found the tub so heavy that he could not move it, and the bottom covered with a shining substance which turned out to be mercury. Of this valuable metal, the mines in question yield, every year, over three thousand pounds.”

(d) Parentheses are allowable when they contain brief explanatory phrases, intended to define the sense, or when they suggest a thought which is important to state, but which has no proper place as a distinct sentence.

## EXERCISE LXXXIII.

*Correct the following sentences, which are wanting in unity :*

We left Italy with a fair wind, which continued for three days, when a violent storm drove us on the coast of Sardinia, which is free from all kinds of poisonous and deadly herbs, except one, which resembles parsley, and which, they say, causes those who eat it to die of laughing.—At Coleridge's table we were introduced to Count Frioli, a foreigner of engaging manners and fine conversational powers, who was killed the following day by a steamboat explosion.—The lion is a noble animal, and has been known to live fifty years in a state of confinement.—London, which is a very dirty city, contains a population of nearly four millions.—The rain poured down in torrents and we were obliged to take shelter in a forest which consisted of pine and fir trees of great height.—The evidence was heard and the case was stated and the president put the question whether a pardon should be granted. — Hume's "Natural Religion" called forth Dr. Beattie's (author of "The Minstrel") able work.

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## LESSON LXXXI

## THE PARAGRAPH.

295. A paragraph is a combination of sentences with a unity of purpose intended to illustrate some subject of thought.

(a) The subject of thought is generally stated in the opening sentence, the other sentences being reserved for illustrations or proofs.

(b) A properly constructed paragraph should have—

(1) *Unity*, which means, that each sentence should illustrate some definite central thought. All digressions are to be avoided. Each sentence should have a bearing on what precedes.

(2) *Continuity*, which means, that the sentences should be so arranged as to carry the thought in an unbroken train from the one to the other.

(3) *Variety*, which means, that the sentences should differ both in length and structure. Sentences formed after one type are tiresome to the reader.

## EXERCISE LXXXIV.

*Examine with reference to the rules above the following paragraphs :—*

“ It is a twice told tale that the world is passing away from us. God has written it upon every page of the creation that there is nothing here which lasts. Our affections change. The friendships of the man are not the friendships of the boy. The face of the visible world is altering around us : we have the grey mouldering ruins to tell us of what once was. Our labourers strike their ploughshares against the foundations of buildings which once echoed with human mirth—skeletons of men to whom life was once dear—urns and coins that remind the antiquarian of a magnificent empire. This is the history of the world and all that is in it. It passes while we look at it. Like as when you watch the melting tints of the evening sky—purple-crimson, gorgeous gold, a few pulsations of quivering light and all is gone. We are such stuff as dreams are made of.”—*Robertson.*

“ A man of polite imagination is let into a great many pleasures that the vulgar are not capable of receiving. He can converse with a picture, and find an agreeable companion in a statue. He meets with a secret refreshment in a description, and often feels a greater satisfaction in the prospect of fields and meadows than another does in the possession of them. It gives him a kind of property in every thing he sees, and makes the most rude uncultivated parts of nature administer to his pleasure. So that he looks on the world in another light and discovers in it a multitude of charms that conceal themselves from the generality of mankind.”—*Addison.*

LESSON LXXXII

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## SUGGESTIONS, &amp;c.

296. So far we have dealt with the correction of sentences. We shall in the subsequent lessons take up (1) Paraphrasing poetry and prose ; (2) Letter-writing ; (3) Essay-writing. Before doing so, however, a few suggestions to teachers and pupils may not be out of place.

(a) One great difficulty in the way of teaching composition is to find out what plan should be adopted in correcting exercises. If the class is small, and the exercises short (as they should always be to younger pupils), teach the pupils to correct one another's exercises. After this is done, require the pupil who corrects an exercise to give reasons for the corrections, and also shew (if necessary) where other corrections should have been made. When an exercise has been corrected require the pupil to re-write it. It is better to do *one* exercise *well* than a number of exercises badly. Repeated mistakes, if passed over, only confirm the habit of writing slovenly.

(b) No subject of composition should be given by a teacher to pupils unless the teacher is fully aware that the pupils know something about it. If a subject requires paragraphing, give them some idea how to divide the subject, and show them different methods of treating it. A short conversation with a class on the subject given for composition will do a great deal to develope the ideas of the pupils. As a rule, give simple subjects to beginners.

(c) When a subject is given, the pupil should carefully think it over, and develope some plan which he intends to follow. Let the pupil make short sentences at first. If he can combine some of them into longer ones, and thus gain variety, so much the better. But the first thing to be aimed at is *clearness*.

(d) When correcting an exercise, let the pupil pay particular attention to *spelling*, *capitals*, *grammatical construction*, and *punctuation*.

## LESSON LXXXIII

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### PARAPHRASING POETRY AND PROSE.

297. Poetry admits of a large number of contractions and forms not admissible in good prose. It is, therefore, necessary in changing a piece from poetry to prose to avoid the words and expressions peculiar to poetical construction.

The following may be noticed as often allowable in poetry :—

- (a) The omission of *do* in interrogative sentences : as, “*know ye the land where the cypress and myrtle.*”
- (b) The verb precedes the nominative : as, “*Sate Brunswick’s fated chieftain.*”
- (c) The object precedes the verb : as, “*lands he could measurè terms and tides presage.*”
- (d) The noun precedes the adjective : as, “*had’st thou sent warning, fair and true.*”
- (e) The adjective precedes the verb *to be* : as, “*few and short were the prayers we said.*”
- (f) *Thou* and *you* are often used with the imperative : as, “*weep thou thine eyes.*”
- (g) Adjectives are often used for adverbs : as, “*false* flew the shaft.”
- (h) Personal pronouns are often repeated with their noun : as, “*the wind, it waved the willow boughs.*”
- (i) The antecedent is often omitted : as, “*happy who walks with him.*”
- (j) *And—and* is often used for *both—and* ; *or—or*, for *either—or* ; *nor—nor*, for *neither—nor* : as, “*and trump and timbrel answered keen.*”
- (k) Prepositions are often separated from the word to which they relate : as, “*Of the three hundred, grant but three.*”
- (l) Prepositions are often suppressed : as, “*despair and anguish fled the struggling soul.*”

(m) The possessive with 's is sometimes used for the objective with *of* : as, "the deep war-drum's sound."

(n) To the sign of the infinitive is sometimes omitted : as, "you ought not (to) walk."

(o) Many words not allowed in good prose, as, *ire*, *ken*, *baleful*, *blissful*, *woe*, *joyous*, *meseems*, *methinks*, *melists*, *haphly*.

In poetry phrases and clauses are often inverted and sentences elliptical. Change to the direct order, and supply all ellipses, in the sentence. Avoid the exact language of the extract so far as possible. This will give to the pupil facility in expression which can never be attained by merely copying the language of the piece.

298. In paraphrasing prose, change the language and form of the sentences. Practice in this will give the pupil a stock of words when he begins letter-writing, and will enable him to express his ideas with facility and clearness.

## LESSON LXXXIV

### LETTER-WRITING.

299. In the mechanical execution of a letter attend to the following points :—

(a) The *Date* and *Place* should be written at the right hand of the first line.

(b) The *Form of Address* should stand on the next line below the date on the left side. It contains the name or title of the party addressed, as, "Sir," "Dear Sir," "My dear Sir," "Madam," "Dear Madam," "My dear Madam," "Dear Miss —," "My dear Miss —," according to the terms of intimacy existing between the writer and the person addressed. A relative is generally addressed by a name that indicates relationship, as, "My dear Father," "My dear Sister," &c. If a business firm is addressed, place on the

first line its proper title, and on the second, the word, “*Gentlemen*,” or, “*Ladies*,” according to the sex of the parties composing it.

(c) The *letter proper*.

(d) By the *subscription* of a letter is meant that clause, or sentence at the end which contains the terms of respect or affection, and the signature. It may end with “*Yours truly*,” “*Yours faithfully*,” “*Your obedient servant*,” &c.

(e) The name of the *recipient* is sometimes placed at the left hand at the end of the letter.

### FORMS OF LETTERS.

1.—(*Short letter accompanying a present*).

KINGSTON, June 8th, 1883.

DEAR MARY :

Accept this little token of love and esteem from an old friend. It is but a small proof of my affection, which words are not needed to express, for I am well aware that you know me ever to be,

Your true and loving friend,

CLARA MCKENZIE.

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2.—(*Thanking for the same*.)

TORONTO, June 12th, 1883.

DEAR CLARA,

How can I thank you sufficiently for your magnificent gift, my dear friend ? You quite load me with kindnesses ; no proof of your friendship was wanting to assure me of your esteem and friendship, which I hope I shall always deserve.

Thanking you from my heart,

I remain,

Yours most affectionately,

MARY LESLIE.

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3.—(*Letter of Introduction*).

TORONTO, Jan. 3rd, 1883.

MY DEAR SIR,

Allow me to introduce to you my friend, John Wilson, a distinguished teacher of this place, who visits your city for

the purpose of making himself acquainted with the system of instruction pursued in your common schools. He is one whose life thus far has been devoted to the cause of education, and whose labours have already been signally blessed to hundreds of our youth. Any aid, therefore, that you may be able to render him in the prosecution of his inquiries will be a service to our whole community, as well as a personal favour to

Yours very truly,

JOHN B. STEVENS, Esq.,

JAMES JACKSON.

14 Fifth Avenue, N. Y.

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4.—(*Letter from a distant friend on arriving at her new home*).

SAN FRANCISCO, August 14th.

DEAREST HELEN,

This is a lovely country. Nothing that we have heard or read about it, surpasses the reality. The delightful climate, fine scenery, and last, though not least, the agreeable society we have met with, have quite reconciled us to our new home.

Mainma who was so averse to leaving Canada has not expressed a regret, and I am certain that she is really pleased with the change. She is also much better in health, although she has been only five months here.

Our house, though not a palace, has every comfort that we can desire. The grounds around it are tastefully laid out, and from them we have a magnificent view of the great harbour of San Francisco surrounded by high hills crowned with laurel trees.

We often speak of you. Though separated from you, do not imagine we forget old friends. Could you see the eager faces when the mail is brought, you would be convinced that such is not the case. You, dearest Helen, are one of our most valued correspondents. Your letters, so interesting and full of news, are always read with pleasure.

Trusting that you will remember us, and write as often as you can spare time, and with best love (in which we all heartily join) remember me ever as

Your attached and sincere friend

LOUISE MAY.

## EXERCISE LXXXV.

- (1) Write a note to a friend accompanying a birthday present.
- (2) Write a short letter to your absent brother, introducing an intimate friend of yours.
- (3) Write a letter to an absent sister, giving an account of some public entertainment at which you were present.
- (4) Write a letter to a distant friend, describing the place in which you reside.
- (5) Write a letter to a friend telling him how you spent the Christmas vacation.
- (6) Write an absent brother, giving an account of domestic matters.
- (7) Write a letter to a friend about your studies at school.
- (8) Write a letter describing your amusements at school.
- (9) Write a letter narrating how you spent the summer vacation.
- (10) Write a letter to your father telling about your last examination.

## LESSON LXXXV

## ESSAY-WRITING.

200. A subject which is treated by *paragraphs* methodically arranged is called an **essay**.

In dealing with an **essay** great latitude is allowed both in regard to the divisions of the subject and also to the language employed. No uniform method can be recommended or followed. Nearly every subject will have its own divisions and language suitable to it.

As has before been advised, a subject for an essay should be always divided into paragraphs.

## EXERCISE LXXXVI.

(1) Describe the nearest village or town under the following heads : (a) situation ; (b) natural scenery around it ; (c) principal streets ; (d) principal buildings.

(2) Describe the county in which you reside under ; (a) position with regard to other counties ; (b) the townships composing it ; (c) natural scenery in it ; (d) principal cities, towns, or villages in it ; (e) principal productions.

(3) Give a short account of Ontario, under : (a) boundaries ; (b) extent ; (c) natural scenery (describe its lakes, mountain ranges, rivers) ; (d) principal cities and towns ; (e) principal productions.

(4) Write a short description of Lake Ontario, under : (a) position ; (b) how connected with Lake Erie ; (c) size ; (d) kinds of fish found in it ; (e) cities and towns on its banks ; (f) its advantages to commerce.

(5) Write compositions on the following subjects : The moon.—The sun.—The stars.—Some river in your neighbourhood. — The ocean. — Winter. — Spring. — Summer. — Autumn.—Forests.—The twenty-fourth of May.—The first of July.—Christmas.—New years—Flowers.—Trees.—The horse.—The cow.—The sheep.—Kindness.—Anger.—Honesty.—Truth.—Lying.—Night.—Day.—Morning.—Evening. Newspapers.—Amusements.

# ENTRANCE EXAMINATION PAPERS.

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## GRAMMAR.

---

JUNE, 1880.

VALUES.

- |             |  |
|-------------|--|
| 42          | 1. Parse—"The stranger trod on alabaster slabs, each bearing an inscription recording the titles, genealogy, and achievement of the great king."   |
| 12          | 2. Analyze—"He who entered them might thus read the history, and learn the glory and triumphs of the nation."  |
| 12          | 3. (a) Define four classes of Pronouns, and give an example of each class.<br>(b) Decline <i>He</i> in both numbers.   |
| 8 + 4       | 4 Correct the following, if necessary, giving your reasons for making the changes :—<br>(a) It could not have been her.<br>(b) You are stronger than me.<br>(c) I cannot work like you.<br>(d) My friends approve my decision, especially them who are best acquainted with the circumstances.<br>(e) I do not know neither how it was done nor who done it. |
| 10<br>4 + 6 | 5. (a) What nouns form the plural by adding <i>es</i> to the singular.<br>(b) Write the possessive plural of <i>lady</i> , <i>orphan</i> , <i>mechanic</i> .   |
| 9           | 6. Write the third singular form of <i>to see</i> in each tense of the indicative mood.  |

## GRAMMAR.

DECEMBER, 1880.

## VALUES.

- |    |  |
|----|--|
| 39 | 1. Parse—"The Europeans were hardly less amazed at the scene which presented itself to their view."  |
| 9  | 2. Analyze—<br><br>"Beneath, in the churchyard, lay the dead,<br>In their night encampment on the hill."   |
| 12 | 3. Write the plural and possessive singular of John, James, and King of England ; and the third singular present indicative of deny, crow, dye, cross, box, shock.   |
| 12 | 4. Define <i>Comparative Degree, Relative Pronoun, Adverb, and Participle.</i>   |
| 28 | 5. Correct what is wrong in the following sentences, giving your reason in each case :—<br><br>(a) I find them in the garden,<br>For there's many hereabout.<br><br>(b) Let every child bring their books to-morrow.<br><br>(c) All persons writing or defacing the walls will<br>be expelled.<br><br>(d) Why are you sorry for him.<br><br>(e) Have either of you a pencil ?<br><br>(f) He said it was to be given to either you or I.<br><br>(g) You or I are to go. |

## GRAMMAR.

JULY, 1881.

VALUES.

42

1. Parse—"The region destined to form such an important part of our empire, and attract universal notice, has not been previously visited by any Englishman."

8

2. Analyze—"Some time after this occurrence, one of the nobles of the court, a proud ambitious man, resolved to destroy the king and place himself on the throne."

16 i. e.

10 + 3

+ 3

3. Write the past tense and perfect participle of *strive, win, set, loose, fetch*; the present indicative second singular of *do, espy, quit*; the plural possessive of *woman, miss, bandit*.

4

4. What is meant by Conjunction, Transitive Verb, Neuter Gender, Common Noun?

5

5. Write a list of Nouns having the same form for both singular and plural.

25 i. e.

5 × 5

6. Correct any mistakes in these sentences, and give the reasons for your corrections :—

(a) I expect it was her as done it.

(b) After they went a little ways, they returned back home again.

(c) I believe that's them.

(d) Between you and me, he is not as wise as he seems.

(e) The teacher says we will be fined, if we do not attend more regular.

## GRAMMAR.

DECEMBER, 1881.

## VALUES.

- 6      1. Analyze :—Vainly did I then wait for the tardy and rebellious villains to come to my assistance, making the welkin ring, and my throat tingle, with reiterated shouts.
- 44     2. Parse :—Notwithstanding some of our enemies protests, and the fear of a good many others, a ten years' peace was, after some time, agreed upon.
- 8      3. Some words ending in *—ing* are adjectives ; others participles ; others, nouns ; others, prepositions. Write four sentences, each containing a noun in *—ing*, to show this.
- 10     4. Write the past indicative third singular of "cast," "lay," "fetch," "set ;" and the past participle of "flow," "lead," "come," "sit," "die," "swim."
- 10     5. In what different ways is the Superlative Degree of Adjectives formed ? Give examples, and state why some adjectives do not admit of a superlative degree.
- 2      6. What is the use of the Relative Pronoun ?
- 20     7. Correct errors in the following sentences, giving your reasons :—  
 (a) There's some people as never shuts the stable door till the horse is stole.  
 (b) Will we have a holiday after this examination I wonder.  
 (c) She is as old as I but I am taller than she.  
 (d) Every person must bear their own troubles.

## GRAMMAR.

VALUES.

JUNE, 1882.

- 5      1. What are the two principal parts of a sentence? Give examples of the different kinds of sentences.
- 5      2. Enumerate, with examples, the different ways in which the Predicate may be enlarged.
- 5      3. Define a Transitive Verb. Exemplify the active and the passive construction of Transitive Verbs.
- 6      4. Write down the past tense and the past participle of the following verbs :—think, teach, sling, spring, rive, saw, mow, lade, burst.
- 5      5. Inflect *may* and *can* in the past tense. Give the exact meaning of each.
- 7      6. How do nouns end in *f* or *fe*, preceded by a long vowel, usually form the plural? Give some exceptions. Write down the plurals of—church, child, dwarf, hoof, stuff, brief, grotto, cargo, leaf, ally.
- 47     7. Analyze the first of the following sentences, and parse the words in italics :—
- (a) The troubles of mankind *are often aggravated by imaginary evils.*
  - (b) *He that fights and runs away Lives to fight another day.*
  - (c) *At the end of the long dark valley he passes the dens in which the old giants dwelt, amidst the bones of those whom they had slain.*
- 20     8. Correct any mistakes in the following sentences, and give reasons for your corrections :—
- (a) I will ask my teacher if I can leave at three o'clock.
  - (b) Every boy in the class must do their own question.
  - (c) The best scholar whom I have yet examined has only made fifty per cent.
  - (d) Some day this earth will be old, and requires the purifying power of fire.
  - (e) My trusty counsellor and friend has warned me to have no dealings with such a man.

## GRAMMAR.

DECEMBER, 1882.

## VALUES

- 10 1. What is meant by the term "alphabet?" "*The consonants may be arranged under the heads—Labials, Dentals or Palatals, and Gutturals.*" Enumerate the consonants belonging to each of these classes, and account for the names, "Labials," "Dentals," &c.
- 8 2. Enumerate the inflected Parts of Speech, and give the inflections of each with examples.
- 4 3. "Number is a variation in the form of Nouns and Pronouns, by which we shew whether we are speaking of one thing or more than one." Give examples, shewing that this definition is inaccurate.
- 9 4. "Some English nouns are used in the Singular only; others, in the Plural only; others have one meaning in the Singular and two in the Plural; others have two meanings in the Singular and one in the Plural."
- Give two examples of each class.
- 9 5. (a) Pluralize—beau, genius, chimney, lady, hoof, wharf, memorandum, cherub.  
 (b) Give the feminine of—abbot, songster, czar, executor, drake.  
 (c) Compare—beautiful, happy, bad, ill.
6. "*The English-speaking people of England were conquered in the eleventh century by the Normans, a French-speaking people; and by the mixture of the two their speech also came to be somewhat mixed, so that a part of our English comes from Germany and another part from France, to say nothing of the words we have gathered from other sources.*"

## GRAMMAR.

DECEMBER, 1882.—(*Continued.*)

## VALUES.

- |    |  |
|----|--|
| 6  | (a) Analyze from the “The English-speaking” to “mixed.”  |
| 34 | (b) Parse the words in italics.<br>7. Make the necessary corrections in the following sentences, and give a reason for each change : |
| 4  | (a) More than one emperor has prided himself on his skill as a swordsman.  |
| 4  | (b) He was a child of six years when he seen the comet.  |
| 2  | (c) I feel coldly this morning.  |
| 2  | (d) Can you see a red and white flag? I can see neither.   |
| 2  | (e) Whom do you think called on me yesterday?  |
| 2  | (f) Shakespeare is greater than any dramatist.   |
| 4  | (g) He is one of those that interferes in matters that do not concern him.   |

## GRAMMAR.

JUNE, 1883.

## VALUES.

1. All candidates entering at the first examination must take the pass subjects in Classics, Mathematics and English, specified below under the title of first examination.

- |    |   |
|----|---|
| 6  | (a) Analyse fully.  |
| 34 | (b) Parse words in italics.   |
| 8  | 2. Define Case, Gender, Number. To what parts of speech do all these inflections belong?  |
| 4  | 3. When must "that" be used instead of "who" or "which?"  |
| 8  | 4. Write the feminine of—Abbot, duke, manservant, beau, monk, widower, gander, lad. Pluralize—Beau, court-martial, brother, father-in-law, automaton, crisis, money, church.  |
| 8  | 5. Define and exemplify the following terms, applied to "verb":—strong, weak, transitive, intransitive. Write out the Pres. Perf. Tense, Active and Passive, of the Verb "love."  |
| 32 | 6. Correct (with reasons) the following:—<br>(a) What would he have said if he were to come and saw me idle?<br>(b) By taking of this medicine you shall be restored to health.<br>(c) Eve was the fairest of all her own daughters.<br>(d) There ai'nt no use of you saying that.<br>(e) The secretary and the treasurer was on hand.<br>(f) After they had went a little ways they returned back home again.<br>(g) Rest thyself and get your wind.<br>(h) Let he which is without sin cast the first tone. |

## COMPOSITION.

—  
JUNE, 1882.

## VALUES.

- 26 1. Write a short letter to a friend describing the the last school you attended.

Punctuate the following sentences :—

- 4 (a) Thousands whom insolence has sunk into contemptible obscurity might have attained the highest distinction if idleness had not frustrated the effect of all their powers.

- 7 (b) On my approach the buffalo heaving himself forward with a heavy rolling gallop and dashing with precipitation through brakes and ravines again set off full tilt while several deer and wolves startled from their coverts by his thundering career ran helter-skelter right and left across the prairie.

- 11 3. Change the following stanza into prose :—

When reposing that night on my pallet of straw,  
 By the wolf-scarring faggot that guarded the slain,  
 At the dead of the night a sweet vision I saw,  
 And thrice ere the morning I dreamt it again.

- 15 4. Make the necessary corrections in the following :—

(a) There are many ways that a thing can disappear.

(b) The heart of man craves for sympathy, and each of us seek a recognition of our talents and our labours.

(c) The kind and even temper of the teacher endear him to all his pupils.

## COMPOSITION.

JUNE, 1882.—(*Continued.*)

VALUES.

9

- (d) He hoped to have passed the last Entrance Examination.
- (e) We only have examinations twice a year.
5. Vary the structure of the following sentences :
- (a) I delighted him with my remarks.
- (b) High on a throne of royal state, Satan exalted sat.
- (c) I shall attempt neither to palliate nor deny the atrocious crime of being a young man.
- (d) It is not always those that seem to be most clever that do the best; but it is very often the slow and steady that win the race.

## COMPOSITION.

DECEMBER, 1882.

## VALUES.

- 20 1. Write a short letter to a gentleman in Toronto, describing the locality in which you live.
- 8 2. Paraphrase the following stanza, *i. e.*, give its meaning in other words :—  
 “ Few, few shall part where many meet ;  
 The snow shall be their winding sheet ;  
 And every turf beneath their feet  
 Shall be a soldier’s sepulchre.”
- 10 3. Express in another form—“ I wish,” said my uncle Toby, with a deep sigh, “ that I was asleep.” “ Your honour,” replied the corporal, “ is too much concerned.”
- 12 4. Distinguish the meaning of the following :—  
 (a) { He had a taste of tobacco.  
       { He had a taste for tobacco.  
 (b) { Few men have been more unhappy.  
       { A few men have been more unhappy.  
 (c) { The secretary and the treasurer will be appointed.  
       { The secretary and treasurer will be appointed.  
 (d) { He was happier than any poet.  
       { He was happier than any other poet.  
 (e) { Fetch me the book.  
       { Bring me the book.  
 (f) { I will go.  
       { I shall go.
- 6 5. “ Every one,” said the teacher, “ was cross.” Punctuate the foregoing so as to convey a different meaning, and explain the sense according to punctuation.
- 12 6. Embody the following statements in a simple sentence :—  
 Martin Luther was at first destined for the legal profession.  
 Martin Luther was born at Erfurt, in Saxony.  
 Martin Luther was born in the year 1484.  
 Martin Luther was the son of a miner.

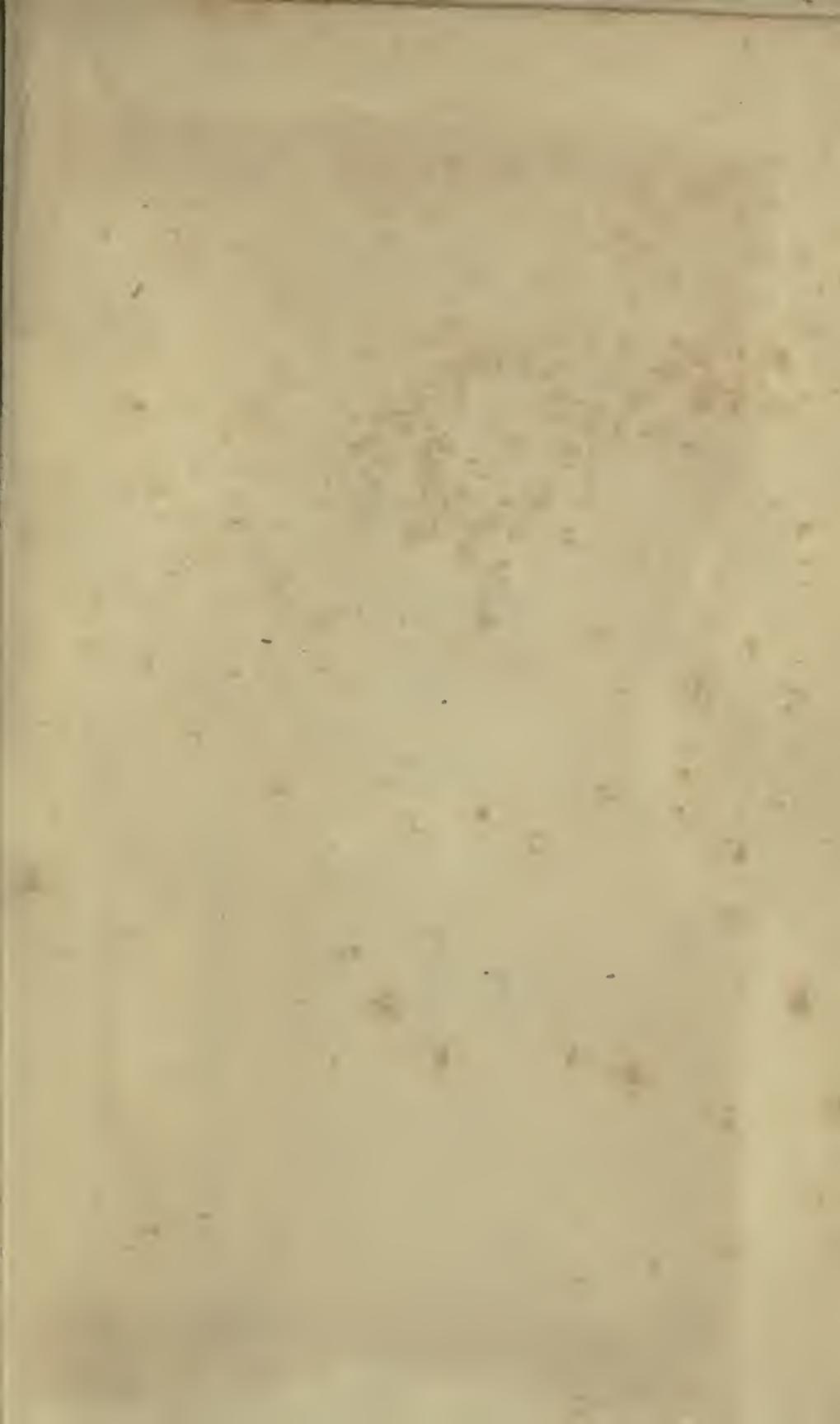
## COMPOSITION.

JUNE, 1883.

## VALUES.

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|----|--|
| 4  | 7. Express, by using passive forms of the verbs—<br>“Caesar, having conquered the Gauls, led the forces to Rome.”  |
| 20 | 1. Write a letter to a friend on one of the following subjects :—<br><br>(a) Summer Sports.<br>(b) A Picnic in the Woods.<br>(c) How you intend to spend Dominion Day.   |
| 10 | 2. Paraphrase the following stanza :—<br><br>“And parted thus they rest, who played<br>Beneath the same green tree ;<br>Whose voices mingled as they prayed<br>Around one parent knee !”   |
| 20 | 3. Give the sense of the following passage in your own words :—<br><br>“I thought,” said the curate, “that you gentlemen of the army never said your prayers at all.” “I heard the poor gentleman say his prayers last night,” said the landlady, “very devoutly, and with my own ears, or I should not have believed it.” |
| 10 | 4. Express the meaning of this sentence, by using active forms of the verbs :—<br><br>The battle having been won by the British, their forces were led to camp by the officer in command.  |
| 12 | 5. Describe the room and building in which you are writing.  |







Author

278836

Laf. Gr  
E387

Title An elementary English grammar.

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